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ABSTRACT

Describing the programs, students, and faculty at the University of Hawaii Community Colleges during the 1987-88 academic year, this annual report documents significant accomplishments and outcomes for the system. First, a review is provided of significant system accomplishments during 1987-88 and an organizational chart and mission statement are presented for the colleges. Following an overview of students, faculty, student services, and other programs, graphs and data tables are provided on enrollment; degrees and certificates; and programs of study offered. Brief descriptions are then provided of accomplishments, students, faculty, and resource allocation at each of the system's six campuses and one training center. The final sections offer a preview of improvements for 1988-89 and a list of administrators, faculty, and staff by discipline. Highlighted findings include the following: (1) the community colleges enrolled an average of 20,000 credit students per semester, representing 55% of the state's undergraduate enrollment; (2) 60% of the community college students attended part-time, the average student age was 25, and women accounted for 55% of the total enrollment; (3) in 1986-87, 782 Associate of Arts degrees, 1,058 Associate of Science degrees, and 378 certificates were awarded; (4) a total of \$45,984,851 of general funds were allocated to the system in 1987-88; and (5) there were 924 instructional faculty in 1988-89, 54% of whom were full-time faculty. (HAA)

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University of Hawaii Community Colleges

1988 Annual Report



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The University of Hawaii Community Colleges, part of the public higher education system in the state of Hawaii, provide a two-year Associate in Arts undergraduate degree in general education and liberal arts and the Associate in Science degree and Certificates of Achievement and Completion in numerous vocational and technical fields.

The Community Colleges serve a substantial cross section of the population as a result of an "open admission" policy that permits any high school graduate or adult age 18 or older to enroll. This policy provides maximum educational opportunities to the residents of Hawaii.

There are six colleges — Honolulu Community College, Kapiolani Community College, Kauai Community College, Leeward Community College, Maui Community College, Windward Community College — and the Employment Training Office who report to the Chancellor for Community Colleges. (A seventh community college, Hawaii Community College, is part of the University of Hawaii at Hilo.)

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University of Hawaii
Community Colleges

1988 Annual Report



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Chancellor's Message

Dear Colleagues and Friends of the Community Colleges.

In another year the University of Hawaii Community Colleges will celebrate a Silver Anniversary—25 years of service to our island state.

Again, as we rapidly approach the 21st century, we express our gratitude to everyone—the Board of Regents, President Simone, our full-time and part-time faculty, our staff, our administrators, our students, and our friends in the community and government—for their continued support of our mission. We are especially fortunate for the support by the State of Hawaii and the private sector of our budget, facilities, and program requirements.

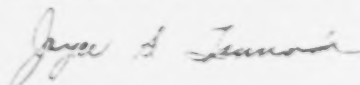
The Community Colleges have experienced continued growth in enrollment since their inception in 1965 and today represent 50 percent of the University of Hawaii's total enrollment. Approximately 25 percent of the baccalaureate degree recipients and five percent of advanced degree recipients at the University of Hawaii at Manoa started their studies at a community college. Graduates of the occupa-

tional/technical programs are everywhere in our community—from the radiology laboratories of hospitals and the kitchens and dining rooms of Hawaii's best hotels to the commercial design studios of downtown Honolulu and automotive repair shops everywhere.

Our major activities recently have been in assessing and improving the quality of our programs for students; in working with both the secondary-level schools and the baccalaureate campuses to help make the student's upward educational path as smooth as possible; in developing more educational and training partnerships with other organizations.

This report elaborates on these activities. It contains some interesting facts, statistics, and financial information about the Community Colleges to show who we are now. We also include a preview of our "Visions for the 21st Century," which is planned as our updated philosophy document for the coming decade.

The Community Colleges are committed toward building and promoting a strong University of Hawaii.



Joyce S. Tsunoda
Chancellor



The Year in Review: 1987-1988

The accomplishments of the past year will have a lasting influence on the Community Colleges in the months and years to come. Here are some of the highlights.

Improving Our Programs

A quality undergraduate education model started to evolve for the lower division (traditionally the first two years) in the Community Colleges. It aims at high academic standards and student achievement while maintaining the "open admissions" policy and the comprehensive mission of the Community Colleges. In this vein the colleges invited Ernest Boyer, president of the Carnegie Foundation for the Advancement of Learning and chairman of the Commission on the Future of Community Colleges as the guest speaker for the Excellence in Teaching Conference in February 1988. In his speech to the faculty, staff, and administration Dr. Boyer stressed the importance of undergraduate education and challenged the community colleges to be the nation's premier teaching institutions.

Associate Degree Review

Self-initiated reforms in the academic area resulted in redefining and restructuring the associate degrees awarded by Hawaii's community colleges.

Since 1985 a Task Force on the Associate Degree has led faculty and administrators in the far-reaching Associate Degree Review project, intended to strengthen instruction and achieve a consistency in academic standards among our campuses.

The final reports recommend:

- That the general education portion of all associate degree programs be based upon a common educational approach emphasizing four integrated themes of common learning: 1) thinking, 2) communicating, 3) knowing, and 4) using.
- That the Associate in Arts degree be awarded only to completers of programs that are transferrable to a baccalaureate degree program.

- That the Associate in Science degree be reaffirmed as the award to completers of a prescribed accredited curriculum in technical and vocational and pre-professional career programs. Occupationally specific competencies as well as a general education core curriculum will be part of the Associate in Science for students to build an integrated knowledge that will enable them to place their specialization in the broader context of daily living.

- That a General Studies Option for the Associate in Science degree be created for students whose goal may not be to prepare for a specific occupation but to gain an education which can broaden their interests and perspective. This option would not be transferrable, but students would be allowed to design their own programs to fit their educational goals within specified general education requirements.

- That the Community Colleges set in motion the steps needed to set higher academic standards and learner expectations at our campuses; and that the Community Colleges identify common competencies for specific technical and occupational programs and develop a coherent, common core of learning for general education.

During the past year the Community Colleges continued to strengthen the transfer curricula at each campus. Eleven vocational program coordinating committees (PCCs) were established to identify and develop common competency levels for courses and programs. Next year ten new vocational PCCs and seven liberal arts PCCs will continue this work.

Assessment

As part of the Associate Degree Review project, a task force recommended in general that activities for assessing community college instruction and student learning be conducted. Information obtained from these activities would assist the Community Colleges

in advising, counseling, and placing students in appropriate courses. Discussion about the recommendations is expected to continue.

The report also recommends that the Community Colleges work with secondary schools in activities to assess student learning.

Follow-up studies of graduates were explored, and "Assessment of Student Learning" was the topic of the annual Excellence in Teaching Conference for community college members.

Other Developments in Student Support Services

Computerized technology now assists with placement testing, monitoring, and advising students, and in providing students with feedback to their academic progress. Kapiolani Community College continued to develop and implement an extensive computerized student academic advising system, which may be adopted by other campuses.

The Native Hawaiian Vocational Education Project funded through Alu Like with federal funds is attempting to determine how to keep vocational students of native Hawaiian ancestry enrolled, and to counsel students into technical and occupational careers previously underrepresented by students of native Hawaiian ancestry. In doing so, models for the retention of all students, not only native Hawaiians and not only vocational students, are developing. The changing needs of community college students continue to challenge the student support services on campus as they try to meet the needs of students who are increasingly part-time students, wage earners, single parents and homemakers, and men and women "in transition."

Academic Development Plans

Leeward, Maui, and Honolulu community colleges completed their respective academic development plans, and all campuses are on schedule for their respective self-study activities for the upcoming visit by an accreditation team in November 1988.

Faculty

A revised *Community Colleges Faculty Classification Plan* was implemented. The salient feature of the new classification policy is the refocusing of the classification criteria on the primary duties of the faculty, which are teaching and the professional support of instruction. The new policy provides for greater exercise of professional judgement and the use of discretion by the faculty and administration in the collegial process of tenure and promotion review.

The first edition of *Pleiades The Journal of the University of Hawai'i Community Colleges* was published in 1988 as a serious staff development activity. The collection of articles—both scholarly and literary—and artwork was authored and edited by the faculty and staff and is meant to reflect the wide interests and expertise of our members.

Opportunities for Education

SkyBridge, the microwave interactive telecommunication service between Maui, Molokai, and Lanai was installed by Maui Community College and is scheduled to be operating in the fall 1988 semester. The system features two-way audio and one-way video simultaneous communication and promises students in remote locations the educational opportunities of the larger campuses. *SkyBridge* will have the capability of linking up with the Hawaii Interactive Television System for the whole state in the months to come.

Leeward Community College expanded its in-service training offerings for musicians, video technicians, fishers on the Waianae Coast, food service apprentices, Leeward District teacher aides, and civilian employees of the Navy. Leeward CC also initiated efforts to provide in-service training for employees of credit unions, Chevron Hawaii, U.S. Customs and U.S. Immigration Service, and the Department of Social Services.

To help meet the needs of the Pacific Missile Range at Barking Sands for trained technicians, the Board of Regents approved an electronics program at *Kauai Community College*. Kauai CC also developed a non-credit visitor industry training curriculum called *Interpret Kauai*, based on Kapiolani CC's *Interpret Hawaii*, and it presented to the community the new *Kauai Community College Band and Orchestra*.

The *Gallaudet Center on Deafness* opened at *Kapiolani Community College* to serve the entire community. Coinciding with the opening was the addition of deaf interpreter training at Kapiolani CC.

Honolulu Community College opened its *Emeritus College* for persons near retirement and senior citizen students. The Emeritus College acts as an advisory body to Honolulu CC in the design of programs and services which are suitable and needed by the elder student. It is a center for senior citizen volunteers who volunteer their expertise in many areas of Honolulu Community College, including tutoring, helping out in the office, teaching and consulting.

Leeward CC introduced a successful "*Men in Transition*" program to assist men returning to college in mid life to prepare for career change. It was the counterpart to the popular "*Women in Transition*" program which the college expanded to accommodate 250 students. Windward CC has a similar program.

On Oahu, *Windward Community College* can claim the only *agriculture technology program* among the Community Colleges. It is a Certificate of Completion program that prepares students for entry-level work in landscaping, nurseries, retail gardening supply, and farming entrepreneurship. An emphasis is in teaching students agriculture principles to prepare them for a changing agricultural job market.

Serving the State of Hawaii

Hawaii governor John Waihee, in his 1988 State of the State address, called upon the University of Hawaii to play a stronger, more focused role in assisting the state to achieve its priorities. Happily, the Community Colleges are already participating in some of the specific areas of priority that he identified:

- To develop programs in partnership with Hawaii's business, industry, and labor which are responsive to the economic development directions of the State.
- To work with the State Department of Education to develop programs of articulation and early admission in order to make more effective use of the State's limited resources particularly in the vocational education programs which require expensive facilities and equipment.
- To respond to the changing employment market by increasing student enrollment opportunities in credit and non-credit programs for which there is a high demand for trained personnel.
- To develop and offer instructional programs designed to be delivered to distant learners through the Hawaii Interactive Television System.

The Community Colleges work with the State Department of Education and other state agencies to serve the people of Hawaii. For example, Kapiolani Community College works with

the Department of Health in health service education. Honolulu Community College works with the Department of Labor and Industrial Relations in the state's apprenticeship programs, and all campuses work with the Department of Corrections in inmate education and staff training. The chancellor's office works with the Department of Consumer Affairs in the automotive mechanics certification program.

Our High School Connection

Articulation agreements between the Community Colleges and the State Department of Education grew in number. In selected vocational programs, such as in business education and automotive technology, agreements establish "two plus two" articulated curricula composed of two years of high school plus two years of college for a four-year program, eliminating duplication or repeat of course work. A formal signing of an articulation agreement between the Department of Education and the Community Colleges in March 1988 signified the serious interest and intent of both institutions toward this goal.

Project Reshape in which the Community Colleges start orienting public high school students at the sophomore level and their counselors to the requirements for college continued with success. Originally a Kapiolani CC-Department of Education project, Reshape is now part of the college's model for student development assessment which it is sharing with other colleges in the nation.

The science and math departments of Kauai Community College organized and presented two academic activities for the island in the spring: the Leighton Ho Memorial Kauai Science Symposium and the Kauai Math Meet for intermediate and high school students. Both occasions bring together all of the science and mathematics teachers of Kauai.

In the past year the Community Colleges formally assumed the remedial and developmental instruction in basic skills for UH Manoa students.

Partnerships: Working with Others

The Community Colleges take pride in establishing educational partnerships with other organizations of business and industry, even explored training partnerships overseas, in developing Asian and Pacific regions.

Leeward Community College took a leadership role in establishing the *West Oahu Employment Corporation*, a nonprofit organization with business, government, and community group concerns. The corporation was formed to promote expanded employment opportunities for residents of Leeward Oahu in anticipation of the resort development at West Beach.

The Community Colleges and the *Hawaii Visitors Bureau* announced a new Kapiolani Community College curriculum for non-hotel employees in the visitor industry. Called "Aloha Spirit: The Life and Breath of the Visitor Industry," front-line employees are trained in the concepts of good service to guests, and they explore the concept of aloha. "Aloha Spirit" is partly based on the idea that front-line employees are often the only employees who interact with visitors, and the impression they give is the impression visitors will have of the company and of Hawaii.

Maui Community College continued its outreach to remote areas of the county. A grant from *Lanai Co.* enabled the college to conduct a series of special pre-employment orientation workshops about careers in the hotel industry for interested Lanai residents.

Hawaii Community College, under the administration of the University of Hawaii at Hilo and its chancellor, and the other community colleges cooperate in the area of academic affairs.

International Affairs

Governor Waihee's vision for Hawaii called for the University of Hawaii to become more fully active in the economic, social, and cultural development of the Pacific area by making available the expertise and knowledge of the University through consultation, education, and skill training programs.

Hawaii's community colleges have responded to the challenge.

Selective involvement in student, faculty, and cultural exchanges are opportunities for the Community Colleges to infuse broader cultural sensitivity and international understanding as part of the "whole-person education" for our students.

In January 1988 Honolulu Community College completed a study of educational systems at island sites in the Pacific for the *Pacific International Center for High Technology Research*, which is interested in training Pacific islanders to operate ocean thermal energy conversion generators. Based on the findings of the study, Honolulu CC designed a training program for possible operators of in-country diesel-powered generating plants which could be established as a forerunner to OTEC plants.

U.S. Training for Trade and Economic Development in Asia and the Pacific was a conference and exposition held in April 1988 as a special project hosted by the UH Community Colleges on behalf of the University of Hawaii and funded by the Trade and Development Program of the U.S. International Development Cooperation Agency.

The conference and exposition was the first U.S. government effort to promote as a trade commodity United States training services, equipment, and software. The conference was attended by more than 400 people including invited guests from Asian and Pacific areas, exhibitors, educators from the United States, and government officials. Participants came away with a heightened awareness of Hawaii's potential role in U.S. training for the economic development of Asia and the Pacific.

Maui Community College's creative team-taught approach to integrating an international focus into its curricula caught the attention of Richard D. Lambert, director of the American Council on Education's *National Advisory Council on Undergraduate Education in International Studies and Foreign Languages*, when he visited Hawaii in the fall. He also commended Kapiolani Community College's innovative and well-developed plan to teach about Asia and the Pacific across its curriculum.

The *American Association of Community and Junior Colleges* selected provosts John Morton of Kapiolani CC, Peter Kessinger of Honolulu CC, and community colleges director for academic affairs Michael Rota as part of a team of community college presidents to represent the United States on a study tour to the Pacific Islands in the summer of 1987.

The *Japan Studies* program at Leeward Community College entered a new phase of its exchange program with Beppu University of Japan. It offered a special summer course by visiting Beppu faculty member professor Shigemi Goto. Professor Goto's field of expertise is the history of the Japanese farmer, and his course dealt with the Japanese view of man and nature as revealed through the experience of the farmer.

Kapiolani Community College's summer student exchange program continued for a second year by popular demand. Intensive English and cultural



studies is given to visiting students from Kansai University of Osaka, Japan. There is a possibility that Kapiolani Community College students will study in Osaka next year.

Mark Summers of Kauai Community College was a guest instructor at Kansai University where he taught English and American culture. He lived in a Japanese dormitory-type apartment and became very much a part of the Japanese university life. His contributions to the East-West cultural exchanged were so appreciated that Kansai University asked for "more teachers like Summers-san."

Special Programs and Community Service

The special programs and community services office of each college continued to serve well both the community and the college itself with non-credit program offerings.

Creative programming and responsiveness by this office helped to "win friends and influence people" for the Community Colleges. The official enrollment reported in "Who We Are

Now" is a count of "regular credit students." The official enrollment figure does not reflect the great numbers who come to the Community Colleges for other reasons, among them, career upgrading training, new-career exploration and retraining, continuing education, cultural enrichment, and fun.

Within the colleges themselves these special programs and non-credit offerings served as a catalyst and reminder to keep the regular credit instructional programs responsive yet guided by clear goals.

Specific activities included:

- Those of the Fujio Matsuda Technology Training and Education Center, both at Honolulu Community College and Windward Community College. At Honolulu CC an arrangement with Kailani School brought fourth, fifth, and sixth graders to the Matsuda Center for an organized after-school computer program.

- The conference on "New Brain Technologies and Accelerated Learning" at Leeward Community College in April 1987.

* An active schedule of theatre events, including at the Leeward Community College Theatre which served more than 70,000 patrons. The Leeward CC Theatre program is greatly diversified, with presentations ranging from world-class drama and dance to pageants put on by area pre-schoolers. The theatre, as both a facility and an educational and cultural program, remains a special community service.

• Thousands of school children flocked to Honolulu Community College to see a museum-quality exhibit of dinosaur fossil replicas. College faculty, staff, and friends assembled a stegosaurus skeleton and the skulls of a triceratops and a tyrannosaurus rex. Volunteer docents staff the exhibit.

Gifts to the Colleges

The Community Colleges were the recipients of several large gifts from private donors for which they are very appreciative. These gifts enrich the colleges' existing programs and enable them to fill needs that cannot ordinarily be purchased with public funds. Scholarships, equipment, materials, and money for creative educational uses were welcomed by the campuses.

Nissan Motor Corporation contributed a fleet of 23 new cars and vans vehicles at \$400,000 for use in automotive mechanics technology training.

Kitaro Watanabe, president of the Azabu Group of Tokyo, endowed the University of Hawaii with \$600,000 for visitor industry training programs. The gift included \$150,000 to Kapiolani Community College for the Kitaro Watanabe Tourism Training Series of lectures, workshops, and study materials for students and current employees of the visitor industry. The remaining amount endowed a visiting professorship at UH Hilo and a library collection at the UH Manoa School of Travel Industry Management.

Charles M. Sweeney, president of Landmark Hotels, and *Robert E. Wooley*, who with Mr. Sweeney is

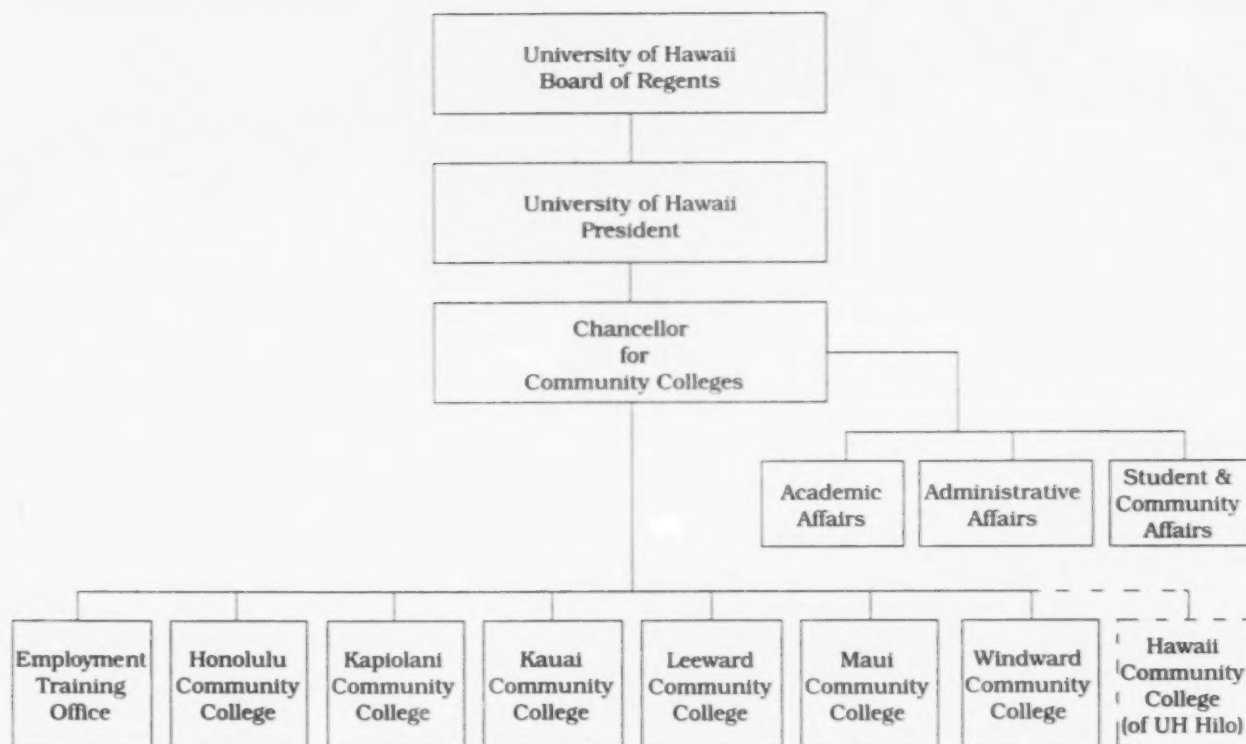
owner and developer of Embassy Resort Suites at Kaanapali, pledged \$400,000 and a goal to raise \$2 million from other corporations in the next four years to establish a Visitor Industry Training Center at Maui Community College. The center will provide training for all levels of the visitor industry—from pre-employment training to executive training.

The *Edward T. White Memorial Fund* in the University of Hawaii Foundation for the benefit of Kauai Community College received \$250,000 in April 1987, from former provost Edward T. White's estate. Ed White served the UH for more than 30 years, and he was acting provost and provost of Kauai Community College from 1971 until his retirement in 1978. He died on June 29, 1983. He oversaw the planning and construction of the present campus at Puhā, and he began the annual volunteer fund-raising activities for Kauai CC. His generous bequest will support many activities, including visiting professorships, lectureships, scholarships for students, and \$1,000 annually for materials and purchases for the American History Collection in the Kauai CC Library.

Tin-Yuke and Wai Jane Char, Honolulu residents and book researchers, pledged \$50,000 to be made over a period of several years to Kapiolani Community College. The gift will establish an Asian and Pacific library collection in the Chars' names and create the Tin-Yuke and Wai Jane Char Asian and Pacific Study Room.



Organization of Hawaii's Community Colleges



8

The Mission of Hawaii's Community Colleges

The Community Colleges of the University of Hawaii are committed to the mission of the total University:

"To provide all qualified people in Hawaii an equal opportunity for quality college and university education; to create knowledge and gain insight through research and scholarship; to preserve and contribute to the artistic and cultural heritage of the community; and to provide other public service through the dissemination of current and new ideas and techniques. In pursuing its charter, the University of Hawaii is committed to the development of the State's greatest asset, its people."

The mission of the Community Colleges also is consistent with the goals established by the State Postsecondary Education Commission and by

the State Board for Vocational Education. Within this context, the Community Colleges of the University of Hawaii have as their special mission:

To broaden access to higher education in the State of Hawaii by providing open door opportunities for students to enter quality educational programs within their community.

To provide vocational and technical programs which both prepare students for immediate employment and provide the paraprofessional and trained work force needed by the State.

To specialize in the effective teaching of general education and other lower-division liberal arts and pre-profes-

sional courses to prepare students to advance toward baccalaureate degrees.

To provide opportunities for personal enrichment, occupational upgrading and career mobility through credit and non-credit courses and activities.

To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services in which the Colleges have special competence; and by providing an opportunity for community members to develop their creativity and appreciate others' creative endeavors.

An Overview

The Community Colleges comprise an integral part of the University of Hawaii system.

Student Profile

The Community Colleges enroll 20,000 regular credit students and nearly 10,000 special students during a typical semester. The average student age is 25 years; over half of the students attend school part time, with many working full time while attending classes.

Women account for slightly more than half of the total enrollment, and the ethnic diversity of the Colleges reflects that of the community they serve. Students "stop-in" and "stop-out" of the Community Colleges' classes and programs, thereby making life-long learning an integral part of their life patterns.

(Enrollment figures reflect the number of students who are enrolled in credit in degree or certificate programs. The Community Colleges serve an approximate addition of 6,000 more individuals in non-credit programs such as the apprentice and journeyworker training

and the variety of short-term courses offered by each campus and the Employment Training Office.)

Faculty

The faculty of the Community Colleges provide quality education to meet the special needs of the community college students in Hawaii. The faculty is composed of individuals who have excellent academic backgrounds, as well as vocational and technical expertise and experience.

Because instruction is the primary mission of the Community Colleges, the faculty are adept at matching teaching styles to the student and situation. By effectively blending traditional and non-traditional academic/educational skills, the community college faculty effectively serve the diverse needs of the many students who enroll.

In addition to the regular instructional services available at the campuses,

the following services are available:

Student Services

The Colleges offer counseling, advising, diagnostic testing, job placement, financial aid, student organizations and activities, and other specialized services for students.

Continuing Education

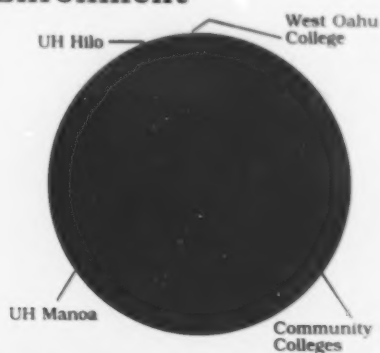
There are life-long learning opportunities, including general education, basic skills, vocational training, and other specialized short-term courses and workshops.

Other Special Programs and Community Services

Cultural and social learning opportunities, such as courses, workshops, personal interest seminars, and artistic performances, improve the quality of life for the individual.

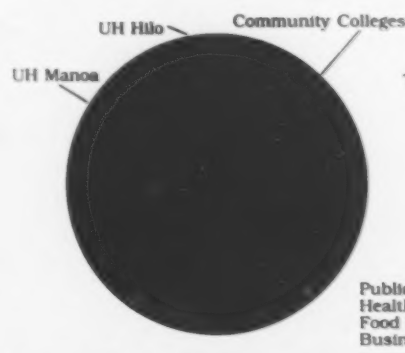
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Enrollment



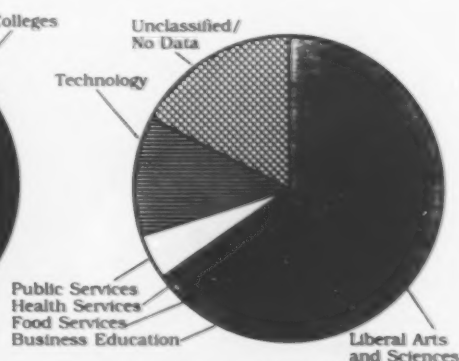
Undergraduate Enrollment by UH Unit

	N	%
Community Colleges	20,342	55
UH Manoa	12,811	35
UH Hilo	3,312	9
West Oahu College	476	1
TOTAL	36,941	100



Lower Division Enrollment in Arts & Sciences/General and Pre-professional Programs by UH Unit

	N	%
Community Colleges	9,188	67
UH Manoa	4,022	29
UH Hilo	530	4
West Oahu College	—	—
TOTAL	13,740	100



Total Community College Enrollment by Program Area

	N	%
Liberal Arts and Sciences	9,188	45
Business Education	3,296	16
Food Services	464	2
Health Services	411	2
Public Services	873	5
Technology	2,680	13
Unclassified/No data	3,430	17
TOTAL	20,342	100

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Degrees and Certificates Awarded by the Community Colleges

Associate in Arts

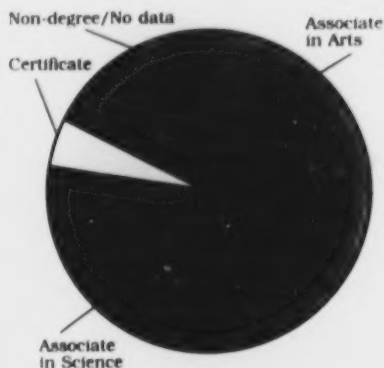
An Associate in Arts is a liberal arts degree granted to students who successfully complete a two-year program of courses designed to transfer toward a baccalaureate degree.

Associate in Science

An Associate in Science is a degree granted to students who successfully complete a two-year program of vocational-technical courses and related general education courses. The purpose of the Associate in Science program is to prepare students for transfer to baccalaureate programs in applied fields.

Certificates

Certificates are awarded to students who complete a program of vocational-technical courses leading to entry-level employment or job upgrading skills.



Enrollment by Degree Status

	N	%
Associate in Arts	9,186	45
Associate in Science	6,786	33
Certificate	938	5
Non-degree/No data	3,432	17
TOTAL	20,342	100

Degrees Awarded 1986-87 Academic Year

	N	%
Associate in Arts	782	34
Associate in Science	1,058	46
Certificate	378	17
No data	64	3
TOTAL	2,282	100

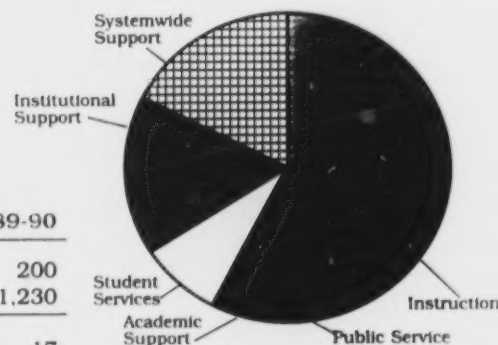
Number of graduates: 2,144.
Includes 128 who received two degrees and/or certificates, and five who received three.

Resources

Tuition (in dollars)		1986-87	1987-88	1988-89	1989-90
Full-time per semester	Resident	135	155	175	200
	Non-resident	940	1,030	1,130	1,230
Part-time per credit hour	Resident	12	13	15	17
	Non-resident	79	86	95	103

A student enrolled for 12 or more credit hours is a full-time student.

Summer session per credit hour		1987	1988	1989	1990
Transfer-level credit courses comparable to UH Manoa courses and numbered 100 and above	Resident	40	45	50	55
	Non-resident	80	90	100	110
All others credit courses	Resident	35	40	45	50
	Non-resident	70	80	90	100



Community College System General Funds Allocation FY 1987-88

	\$	%
Instruction	21,033,036	46
Public Service	1,174,218	3
Academic Support	4,347,192	9
Student Services	3,490,253	8
Institutional Support	7,942,149	17
Systemwide Support*	7,998,003	17
TOTAL	\$45,984,851	100

*Chancellor's Office and Employment Training Office

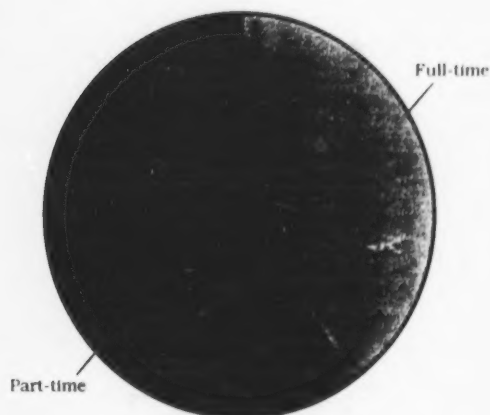
Programs of Study

Program Area	Major	HONOLULU CC	KAPIOLANI CC	KAUAI CC	LEEWARD CC	MAUI CC	WINDWARD CC	EMPLOYMENT TRAINING OFFICE
Liberal Arts and Sciences	Associate in Arts (transfer & pre-professional programs)	•	•	•	•	•	•	
	General Education	•	•	•	•	•	•	
Business Education	Accounting		•	•	•	•	•	
	Computer Science/Data Processing		•		•			
	Finance						•	
	Hotel Operations		•			•		
	Management				•			
	Sales and Marketing		•	•	•	•		
	Secretarial Science and Related Visitor Industry	•	•	•	•	•	•	•
				•				
Health Service	Adult Residential Care Home		•	•				
	Dental Assisting		•					
	Emergency Medical Services		•					
	Medical Assisting		•					
	Medical Lab Technology		•					
	Nurse Aide		•	•		•		
	Nurse Aide/Home Health Aide		•					
	Nursing		•	•		•		
	Occupational Therapy Assisting		•					
	Personal Care Attendant		•					
	Physical Therapy Assistant		•					
	Radiologic Technology		•					
	Respiratory Therapy		•					
Public Service	Fire Science	•						
	Human Services	•				•		
	Interpreting for the Deaf		•					
	Legal Assistant		•					
	Occupational Safety & Health	•						
	Administration of Justice	•				•		
	Recreational Instructor				•			
Food Service	Commercial Baking	•						
	Food Service		•		•	•		•
Trades and Technology	Agriculture					•	•	
	Applied Trades	•						
	Auto Body Repair & Painting	•		•		•		•
	Auto Mechanics Technology	•		•	•	•	•	•
	Aviation Maintenance Technology	•						
	Building Maintenance Technology					•		•
	Carpentry	•		•		•		
	Commercial Art	•						
	Cosmetology	•						
	Drafting Technology	•			•			
	Electrical Installation & Maintenance	•		•				
	Electronics Technology	•		•				
	Engineering Technology	•						
	Fashion Technology	•				•		
	Graphic Arts				•			
	Heavy Equipment Maint. & Repair	•						
	Machine Shop Technology	•						
	Marine Pipe Fitter	•						
	Refrigeration & Air Conditioning	•						
	Sheet Metal & Plastics Technology	•						
	Welding Technology	•		•		•		

Liberal Arts and Sciences Program

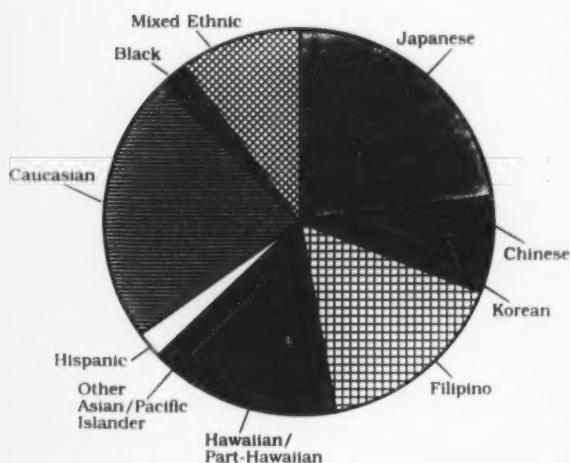
Disciplines	HONOLULU CC	KAPIOLANI CC	KAUAI CC	LEEWARD CC	MAUI CC	WINDWARD CC
American Studies	•	•	•	•	•	
Anthropology	•	•	•	•	•	•
Art	•	•	•	•	•	•
Asian Studies	•					
Astronomy	•		•	•	•	•
Biochemistry					•	
Biology	•	•	•	•	•	•
Botany	•	•	•	•	•	•
Chemistry	•	•	•	•	•	•
Chinese	•	•				
Communications	•	•	•	•	•	•
Dance		•		•	•	
Drama	•	•	•	•	•	•
East Asian Language				•	•	
East Asian Languages and Literature	•	•				
Economics	•	•	•	•	•	•
Education	•	•	•	•	•	
English	•	•	•	•	•	•
English As A Second Language		•				
English Language Institute Program	•		•	•		
European Language				•	•	
Family Resources		•				
Food and Nutritional Sciences	•	•		•	•	
French	•	•	•	•	•	•
Geography	•	•	•	•	•	•
Geology and Geophysics	•			•		•
German				•		
Hawaiian	•	•	•	•	•	•
Hawaiian Studies	•		•		•	•
Health	•	•		•	•	•
Health, Physical Education, Recreation	•	•	•	•	•	•
History	•	•	•	•	•	•
Home Economics		•				
Humanities	•	•		•	•	•
Interdisciplinary Studies	•	•	•	•	•	•
Japanese	•	•	•	•	•	•
Journalism	•	•	•	•	•	•
Learning Skills	•	•		•	•	•
Linguistics	•		•	•		
Mathematics	•	•	•	•	•	•
Microbiology	•	•	•	•	•	•
Music	•	•		•	•	•
Oceanography	•	•	•	•	•	•
Philosophy	•	•	•	•	•	•
Physics	•	•	•		•	•
Political Science	•	•	•	•	•	•
Psychology	•	•	•	•	•	•
Religion	•	•	•	•	•	•
Science	•	•	•	•	•	•
Social Science	•	•	•	•	•	•
Sociology	•	•	•	•	•	•
Spanish	•	•		•	•	
Speech	•	•	•	•	•	•
Student Development	•					
Tagalog	•					
Women's Studies	•			•	•	
Zoology	•	•	•	•	•	•

Selected Student Characteristics at the Community Colleges



Full-time/Part-time Attendance
Status

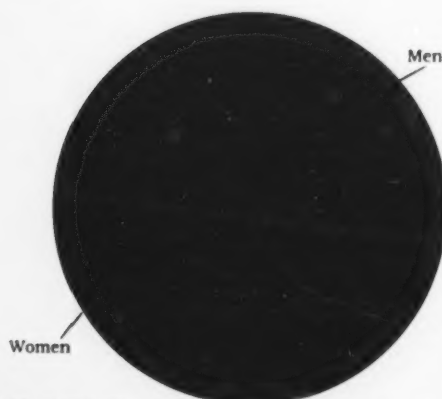
	N	%
Full-time	8,082	40
Part-time	12,260	60



Ethnic Background

	N	%
Japanese	4,760	23
Chinese	1,307	6
Korean	493	2
Filipino	3,328	16
Hawaiian/ Part Hawaiian	2,227	11
Other Asian/ Pacific Islander	1,001	5
Hispanic	324	2
Caucasian	4,594	23
Black	304	2
American Indian/ Alaskan Native	63	<1
Mixed Ethnic	1,924	10
No response	17	<1

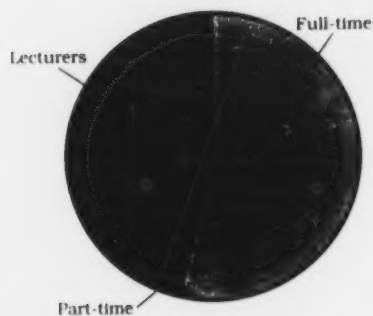
13



Men and Women

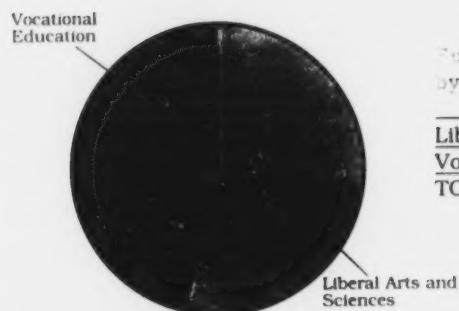
	N	%
Men	9,131	45
Women	11,208	55
No data	3	<1

Selected Faculty Characteristics in 19 Community Colleges



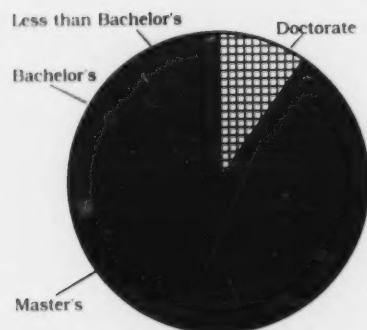
Instructional Faculty
by Employment Status

	N	%
Full-time	499	54
Part-time	41	4
Lecturers	384	42
TOTAL	924	100



Full-time Faculty
by Instructional Area

	N	%
Liberal Arts and Sciences	269	54
Vocational Education	230	46
TOTAL	499	100



Full-time Instructional Faculty
by Highest Degree

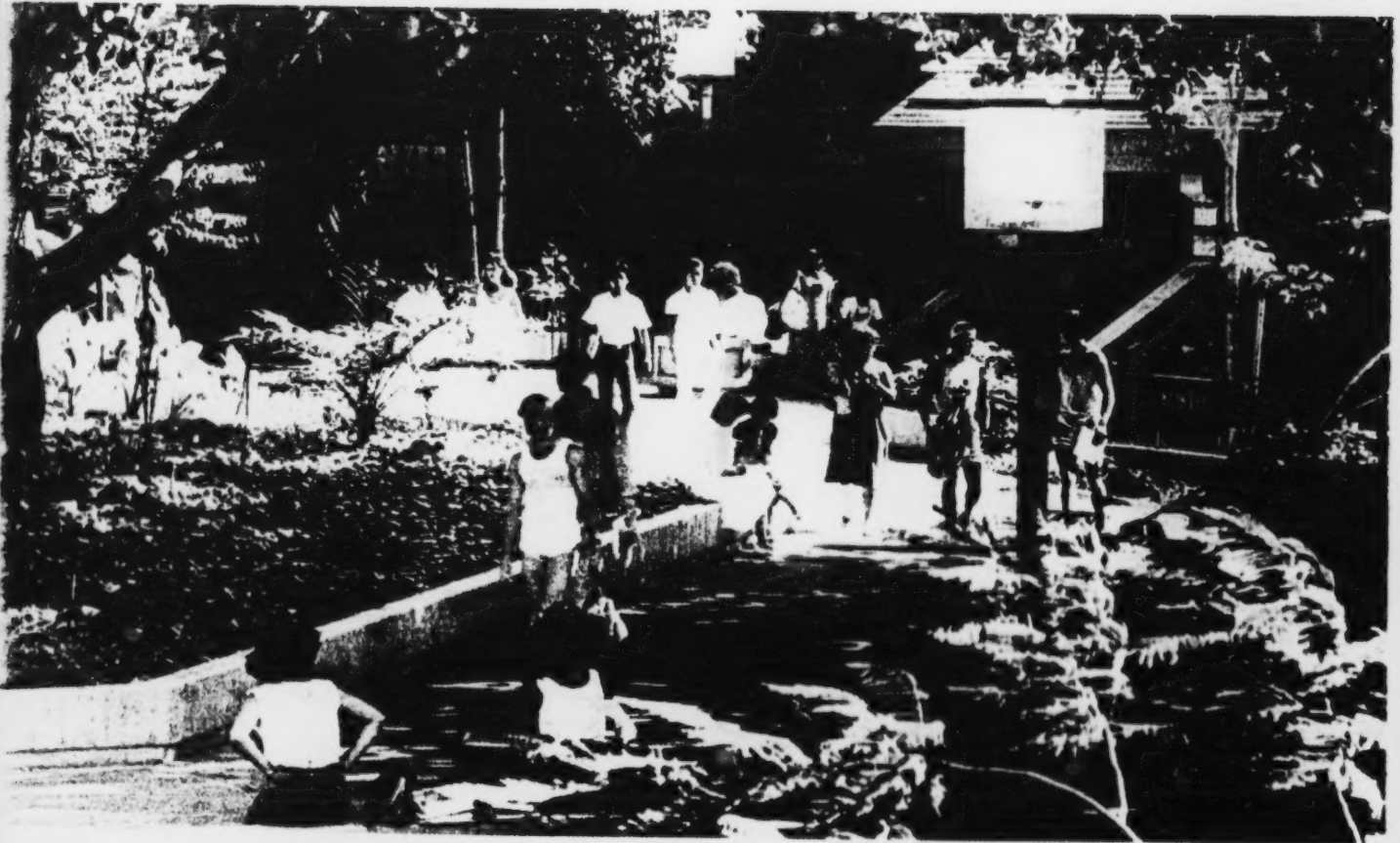
	N	%
Doctorate	51	10
Master's	317	64
Bachelor's	80	16
Less than Bachelor's	51	10
TOTAL	499	100



Full-time Instructional Faculty
by Tenure Status

	N	%
Tenured	333	67
On tenure track	102	20
Not eligible	64	13
TOTAL	499	100

The Campuses



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Honolulu Community College

Honolulu Community College is a modern, urban campus with the warm personal touch of an island college located only a mile from downtown Honolulu. The College offers a strong liberal arts program in addition to the largest number of vocational/technical offerings in Hawaii, including programs such as commercial baking, cosmetology, refrigeration and air conditioning, and aviation maintenance that are not offered at any other campus.

There are more than 4,000 regular credit students who come from throughout the State and the Pacific Basin area. An additional 3,000 are enrolled in non-credit or special courses and programs.

Honolulu Community College has cooperative education programs in 25 fields ranging from welding and carpentry to biomedical electronics and occupational safety. Students can get practical experience as part of their course work on campus in places like the campus bake shop, the auto repair and painting shop, the cosmetology clinic, and the campus media center.

Honolulu Community College
874 Dillingham Boulevard
Honolulu, Hawaii 96817
Telephone 845-9211

Selected Student Characteristics

Enrollment by Program Area

	N	%
Liberal Arts and Sciences	1,444	32
Business Education	155	3
Food Services	50	1
Public Services	581	13
Technology	2,037	45
Unclassified	251	6
No data	5	<1
TOTAL	4,523	100

Full-time/Part-time Attendance Status

	N	%
Full-time	1,953	43
Part-time	2,570	57

Men and Women

	N	%
Men	2,697	60
Women	1,826	40

Degree Status

	N	%
Associate in Arts	1,444	32
Associate in Science	2,692	59
Certificate	131	3
Non-degree/No data	256	6

Ethnic Background

	N	%
Japanese	1,025	23
Chinese	500	11
Korean	158	4
Filipino	823	18
Hawaiian/ Part Hawaiian	471	10
Other Asian/ Pacific Islander	358	8
Hispanic	57	1
Caucasian	575	13
Black	51	1
American Indian/ Alaska Native	12	<1
Mixed Ethnic	482	11
No response	11	<1

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	N	%
Full-time	115	52
Part-time	3	1
Lecturers	105	47
TOTAL	223	100

Full-time Faculty by Instructional Area

	N	%
General Education	55	48
Vocational Education	60	52
TOTAL	115	100

Full-time Instructional Faculty by Highest Degree

	N	%
Doctorate	14	12
Master's	59	51
Bachelor's	20	18
Less than Bachelor's	22	19
TOTAL	115	100

Full-time Instructional Faculty by Tenure Status

	N	%
Tenured	75	65
On tenure track	27	24
Not eligible	13	11
TOTAL	115	100

General Funds Allocation FY 1987-88*

	\$	%
Instruction	4,951,718	57
Public Service	690,299	8
Academic Support	879,967	10
Student Services	679,639	8
Institutional Support	1,537,560	17
TOTAL	\$8,739,183	100

*Does not include collective bargaining augmentation

Kapiolani Community College

Kapiolani Community College provides general higher education opportunities to the East Honolulu area, while also serving a statewide need for selected vocational programs. The College offers unique statewide programs in seven allied health fields and in legal assisting. In addition, the College offers an excellent liberal arts transfer program and vocational training in accounting, data processing, secretarial science, food service, hotel operations, nursing, and emergency medical services.

In addition to its regular credit program, Kapiolani also offers an outstanding array of non-credit courses to Honolulu businesses, senior citizens, and others in the community. Computer skills courses offered in a microcomputer lab at the Diamond Head campus are among the most popular of the school's non-credit offerings.

Students currently attend classes at one of two campus locations — Diamond Head, a spacious tree-shaded site on the slopes of the famous landmark, and Pensacola, a small five-acre site near downtown Honolulu. Student enrollment in Fall 1987 was more than 5,300 students. As each new construction phase of the Diamond Head facilities is completed, more college programs and services move in from the Pensacola site. Approximately 4,000 students of the total enrollment attend at least one class at the Diamond Head campus.

Kapiolani Community College
4303 Diamond Head Road
Honolulu, Hawaii 96816
Telephone 734-9111

Selected Student Characteristics

Enrollment by Program Area

	N	%
Liberal Arts and Sciences	2,724	51
Business Education	1,242	23
Food Services	280	5
Health Services	325	6
Public Services	131	3
Unclassified	651	12
No data	19	<1
TOTAL	5,372	100

Full-time/Part-time Attendance Status

	N	%
Full-time	2,013	37
Part-time	3,359	63

Men and Women

	N	%
Men	2,156	40
Women	3,216	60

Degree Status

	N	%
Associate in Arts	2,724	51
Associate in Science	1,653	31
Certificate	325	6
Non-degree/No data	670	12

Ethnic Background

	N	%
Japanese	1,597	30
Chinese	521	10
Korean	199	4
Filipino	676	3
Hawaiian/ Part Hawaiian	450	8
Other Asian/ Pacific Islander	292	5
Hispanic	64	1
Caucasian	1,060	20
Black	53	1
American Indian/ Alaska Native	21	<1
Mixed Ethnic	439	8

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	N	%
Full-time	123	57
Part-time	11	5
Lecturers	83	38
TOTAL	217	100

Full-time Faculty by Instructional Area

	N	%
General Education	56	46
Vocational Education	67	54
TOTAL	123	100

Full-time Instructional Faculty by Highest Degree

	N	%
Doctorate	10	8
Master's	85	69
Bachelor's	19	16
Less than Bachelor's	9	7
TOTAL	123	100

Full-time Instructional Faculty by Tenure Status

	N	%
Tenured	75	61
On tenure track	30	24
Not eligible	18	15
TOTAL	123	100

General Funds Allocation FY 1986-87*

	\$	%
Instruction	4,920,040	62
Public Service	81,344	1
Academic Support	813,607	10
Student Services	663,233	8
Institutional Support	1,464,008	19
TOTAL	\$7,942,232	100

*Does not include collective bargaining augmentation

Kauai Community College

Kauai Community College occupies a beautiful 99-acre campus at Puhi, near Lihue. The atmosphere is quiet and conducive to learning. A campus center and a learning resources center are hubs of the campus, with surrounding buildings devoted to the fine arts, trade-technology, natural and social sciences, business education, and nursing.

Student population is 1,164. Students say the smallness of the island allows them to use all of Kauai as a campus. Classes make frequent trips to nearby beaches, historical sites and botanical gardens, and business and government leaders participate in the classroom process.

Programs help fill the need for trained employees on Kauai, in such critical fields as health care. Other strong programs include liberal arts, automotive mechanics, auto body repair, welding, carpentry, and business education, which includes accounting, clerical and secretarial, management, and visitor industry programs.

Kauai Community College
3-1901 Kaunualii Highway
Lihue, Hawaii 96766
Telephone 245-8311

Selected Student Characteristics

Enrollment by Program Area

	N	%
Liberal Arts and Sciences	236	20
Business Education	255	22
Health Services	36	3
Public Services	27	2
Technology	89	8
Unclassified	519	45
No data	2	<1
TOTAL	1,164	100

Full-time/Part-time Attendance Status

	N	%
Full-time	336	29
Part-time	828	71

Men and Women

	N	%
Men	474	41
Women	690	59

Degree Status

	N	%
Associate in Arts	234	20
Associate in Science	230	20
Certificate	177	15
Non-degree	523	45

Ethnic Background

	N	%
Japanese	198	17
Chinese	12	1
Korean	1	1
Filipino	323	28
Hawaiian/ Part Hawaiian	135	2
Other Asian/ Pacific Islander	23	2
Hispanic	32	3
Caucasian	355	0
Black	4	<1
American Indian/ Alaska Native	2	<1
Mixed Ethnic	79	7

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	N	%
Full-time	52	64
Part-time	1	1
Lecturers	29	35
TOTAL	82	100

Full-time Faculty by Instructional Area

	N	%
General Education	24	46
Vocational Education	28	54
TOTAL	52	100

Full-time Instructional Faculty by Highest Degree

	N	%
Doctorate	7	13
Master's	27	52
Bachelor's	12	23
Less than Bachelor's	6	12
TOTAL	52	100

Full-time Instructional Faculty by Tenure Status

	N	%
Tenured	26	50
On tenure track	3	25
Not eligible	13	25
TOTAL	52	100

General Funds Allocation FY 1986-87*

	\$	%
Instruction	1,721,218	43
Public Service	22,770	1
Academic Support	517,957	13
Student Services	348,955	9
Institutional Support	1,375,472	34
TOTAL	\$3,986,372	100

*Does not include collective bargaining augmentation

Leeward Community College

Leeward Community College, located between Pearl City and Waipahu, enrolls 5,723 students in vocational programs and liberal arts courses covering some 50 different subject fields. Classes are offered during the day and evening on campus, and off campus at the Leeward Community College at the Waiānae education center and on selected military installations on Oahu.

Leeward Community College has well-equipped classrooms, labs and shops, an extensive library collection, a campus center, and a theater. Special services are available for handicapped and disabled students, and for adults returning to college. Leeward CC also maintains an excellent career advising program to help individuals establish life, career, and educational goals. Remedial and developmental programs are offered in basic learning skills.

A broad-ranging community services program of non-credit classes, workshops, forums, and cultural activities including music, drama, and dance performances is also available.

Leeward Community College
96-045 Ala Ika
Pearl City, Hawaii 96782
Telephone 455-0011

Selected Student Characteristics

Enrollment by Program Area

	N	%
Liberal Arts and Sciences	3,173	55
Business Education	1,129	20
Food Services	92	2
Public Services	38	1
Technology	376	6
Unclassified	910	16
No data	5	<1
TOTAL	5,723	100

Full-time/Part-time Attendance Status

	N	%
Full-time	2,553	45
Part-time	3,170	55

Men and Women

	N	%
Men	2,491	44
Women	3,230	56
No data	2	<1

Degree Status

	N	%
Associate in Arts	3,173	55
Associate in Science	1,485	26
Certificate	150	3
Non-degree/No data	915	16

Ethnic Background

	N	%
Japanese	1,423	25
Chinese	170	3
Korean	103	2
Filipino	1,083	19
Hawaiian/ Part Hawaiian	542	9
Other Asian/ Pacific Islander	228	4
Hispanic	109	2
Caucasian	1,278	22
Black	159	3
American Indian/ Alaska Native	15	<1
Mixed Ethnic	609	11
No response	4	<1

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	N	%
Full-time	125	56
Part-time	9	4
Lecturers	91	40
TOTAL	225	100

Full-time Faculty by Instructional Area

	N	%
General Education	92	74
Vocational Education	33	26
TOTAL	125	100

Full-time Instructional Faculty by Highest Degree

	N	%
Doctorate	13	10
Master's	87	70
Bachelor's	16	13
Less than Bachelor's	9	7
TOTAL	125	100

Full-time Instructional Faculty by Tenure Status

	N	%
Tenured	106	85
On tenure track	12	10
Not eligible	7	5
TOTAL	125	100

General Funds Allocation FY 1987-88*

	\$	%
Instruction	5,476,195	57
Public Service	145,198	2
Academic Support	1,050,423	11
Student Services	966,808	10
Institutional Support	1,888,797	20
TOTAL	\$9,527,421	100

*Does not include collective bargaining augmentation

Maui Community College

Maui Community College, between Wailuku and Kahului, occupies an open, spacious campus between the ocean and the West Maui Mountains. Stylized "Hawaiian hut" classrooms and offices are complemented by the modern library, the foreign language and science buildings, and the student center. Enrollment is less than 2,000, small enough to permit close personal interchange between students and faculty.

Special programs of note are those in food service and hotel operations, both pertinent to Maui's economic needs; a nursing career ladder program; and technology programs in agriculture, automotive, carpentry, and fashion technology.

Maui Community College also offers credit and non-credit programs and courses on the islands of Molokai and Lanai, and to the remote communities of Lahaina and Hana on the island of Maui, making MCC the only tri-isle campus in the University system.

To meet the needs of its diverse clientele, Maui Community College has taken the leadership in offering individualized competency based courses and televised instruction.

Maui Community College
310 Kaahumanu Avenue
Kahului, Hawaii 96732
Telephone 244-9181

Selected Student Characteristics

Enrollment by Program Area

	N	%
Liberal Arts and Sciences	525	28
Business Education	41	16
Food Services	42	2
Health Services	50	3
Public Services	6	5
Technology	139	7
Unclassified	745	39
No data	7	<1
TOTAL	1,915	100

Full-time/Part-time Attendance Status

	N	%
Full-time	628	33
Part-time	1,287	67

Men and Women

	N	%
Men	701	37
Women	1,214	63

Degree Status

	N	%
Associate in Arts	525	28
Associate in Science	563	29
Certificate	75	4
Non-degree/No data	752	39

Ethnic Background

	N	%
Japanese	269	14
Chinese	44	2
Korean	10	<1
Filipino	380	0
Hawaiian/ Part Hawaiian	341	8
Other Asian/ Pacific Islander	49	3
Hispanic	35	2
Caucasian	645	34
Black	10	<1
American Indian/ Alaska Native	11	1
Mixed Ethnic	120	6
No response	1	<1

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	N	%
Full-time	56	52
Part-time	8	7
Lecturers	45	41
TOTAL	109	100

Full-time Faculty by Instructional Area

	N	%
General Education	22	39
Vocational Education	34	61
TOTAL	56	100

Full-time Instructional Faculty by Highest Degree

	N	%
Doctorate	2	3
Master's	39	70
Bachelor's	11	20
Less than Bachelor's	4	7
TOTAL	56	100

Full-time Instructional Faculty by Tenure Status

	N	%
Tenured	34	61
On tenure track	15	27
Not eligible	7	12
TOTAL	56	100

General Funds Allocation FY 1987-88*

	N	%
Instruction	2,478,490	53
Public Service	142,152	3
Academic Support	570,403	2
Student Services	432,690	9
Institutional Support	1,044,715	23
TOTAL	\$4,668,450	100

*Does not include collective bargaining augmentation

Windward Community College

Windward Community College primarily serves residents from Haleiwa to Waimanalo with a strong liberal arts program and certificate and degree programs in accounting, finance, secretarial science, automotive mechanics, and agriculture. Credit courses are offered during both day and evening.

The College offers many enrichment activities, including theatrical performances, a nationally recognized learning assistance program, and the annual Ho'olaule'a, a festival of music and dance that draws thousands of people to the campus. In addition, the community services program offers a wide selection of non-credit courses and cultural programs.

More than 1,600 students attend classes in one of the most beautiful settings in Hawaii. Located at the base of the Koolau mountains above Kaneohe town, the College occupies 45 acres of lush greenery. Plans are being developed for new facilities on the campus to meet the needs of future generations of students.

Windward Community College
45-720 Kealahala Road
Kaneohe, Hawaii 96744
Telephone 235-0077

Selected Student Characteristics

Enrollment by Program Area

	N	%
Liberal Arts and Sciences	1,086	66
Business Education	204	13
Technology	39	2
Unclassified	315	19
No data	1	<1
TOTAL	1,645	100

Full-time/Part-time Attendance Status

	N	%
Full-time	599	36
Part-time	1,046	64

Men and Women

	N	%
Men	612	37
Women	1,032	63
No data	1	<1

Degree Status

	N	%
Associate in Arts	1,086	66
Associate in Science	163	10
Certificate	80	5
Non-degree/No data	316	19

Ethnic Background

	N	%
Japanese	248	15
Chinese	60	4
Korean	22	1
Filipino	43	3
Hawaiian/ Part Hawaiian	288	17
Other Asian/ Pacific Islander	51	3
Hispanic	27	2
Caucasian	681	41
Black	27	2
American Indian/ Alaska Native	2	<1
Mixed Ethnic	195	12
No response	1	<1

Selected Faculty Characteristics

Instructional Faculty by Employment Status

	N	%
Full-time	28	41
Part-time	9	13
Lecturers	31	46
TOTAL	68	100

Full-time Faculty by Instructional Area

	N	%
General Education	20	71
Vocational Education	8	29
TOTAL	28	100

Full-time Instructional Faculty by Highest Degree

	N	%
Doctorate	5	18
Master's	20	71
Bachelor's	2	7
Less than Bachelor's	1	4
TOTAL	28	100

Full-time Instructional Faculty by Tenure Status

	N	%
Tenured	17	61
On tenure track	5	18
Not eligible	6	21
TOTAL	28	100

General Funds Allocation FY 1987-88*

	\$	%
Instruction	1,485,375	48
Public Service	92,455	3
Academic Support	514,835	6
Student Services	398,928	13
Institutional Support	631,597	20
TOTAL	\$3,123,190	100

*Does not include collective bargaining augmentation

Employment Training Office

Training You Today for Tomorrow's Jobs

ETO — the Employment Training Office—celebrates its 25th year of providing hands-on job skill training for Hawaii. Job training programs are provided to persons who have special needs. In addition, the ETO addresses instructional services needs of senior citizens and the military.

Programs are established on long term as well as on specific local needs bases. As such, programs often are taken to the clients. Certificate non-credit programs such as Office Technology, Food Preparation and Baking, Auto Mechanics, Auto Body Repair and Painting, and Building Maintenance are provided. Additionally, Basic Education and College Credit programs are delivered for the military. Special one time training is provided in Housekeeping, Foreign Nurses Review, Cashier/Sales, School Bus Aides, and Job Search.

ETO is organizationally able to design and implement training programs in response to community employment demands and to terminate these programs when the needs are met. Students are enrolled into classes throughout the year and exit from the programs when their objectives are met. These short-term programs assist approximately 7,000 persons a year.

ETO provides training under contracts to students referred from agencies such as Work Hawaii, Department of Human Services, Department of Accounting and General Services, Division of Vocational Rehabilitation, and the Department of Education. While ETO trains people for jobs, it also acts as feeder to the rest of the system.

Employment Training Office
600 Pensacola Street, Building 856
Second Floor
Honolulu, Hawaii 96814
Telephone 548-5791

Enrollment by Program Area FY 1986-87

	N	%
Office Technology	821	10
Food Preparation & Baking	149	2
Auto Repair	102	1
Building Maintenance	82	1
The Learning Center TLC	270	3
Job Search	205	2
Motor Cycle Safety	308	4
Kapahulu Senior Center	2,142	25
Military Education Program	4,440	52
TOTAL	8,519	100

Sources of Funding FY 1986-87

	\$	%
Appropriated Funds	2,185,955	71
Extramural Funds	885,632	29
TOTAL	\$3,071,587	100

**The Year in Preview:
1988-89 and Toward
the 21st Century**



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The Year in Preview: 1988-89 and Toward the 21st Century

The Community Colleges will continue to strengthen those courses and programs that a student may complete successfully and apply toward a baccalaureate degree at a four-year institution by transferring.

Common general education core curriculum. Related to this, we are working toward establishing a common general education core curriculum which bridges the "liberal arts" and the "vocational" and provides students with a more integrated view of knowledge and a more authentic view of life, including a historical perspective, an understanding of our social institutions, a knowledge of science and technology, and an appreciation of the visual and performing arts. The core curriculum should contain an international perspective, including a study of non-Western cultures. We will look for creative, non-traditional ways toward this goal, ways which can be particularly important for students who are enrolled in non-degree or part-time programs. (*Building Communities: A Vision for a New Century*, A Report of the Commission on the Future of Community Colleges, American Association of Community and Junior Colleges, 1988.)

Partnership with high schools. We are also continuing to pay greater attention to the incoming high school graduate, in that we are working with the secondary schools to improve students' transition from high school to college and to improve the rate that students stay in college. High school teachers and counselors are being alerted to the current requirements for college, and we are bringing them and their students on to our campuses starting the tenth grade to introduce and orient them to post-secondary education. In some fields of study, a student may begin a four-year program in the junior year of high school and complete it in the second year of community college, as described in an earlier section of this report.

Remediation. The Community Colleges, as public institutions with an open admissions policy, serve a diverse population, and often remediation in basic reading, writing, computation, and study skills is necessary for a student to succeed in college-level programs. Remedial education is a task that the Community Colleges willingly perform as long as there are students who need such services and there are resources to provide it.

The Employment Training Office will redirect its efforts toward becoming that part of the Community Colleges family that provides opportunities to educationally and economically disadvantaged individuals who find it difficult or impossible to find educational stimulation or to qualify for training in regular community college programs. In other words, ETO will become a pre-college entry transition center for many such individuals.

Special programs and community services. The arm for creative program development is our Special Programs and Community Services section. Already we are able to provide for industry training needs with flexibly scheduled short courses and workshops; for the growing senior citizen population with offerings geared to its interests and needs; for the community's professional and semi-professional development needs; and for the cultural enrichment and avocational learning needs of the area residents. To continue in this direction it is urgent that we look at changing our faculty workload policies to allow for the teaching of short-term courses, at flexible academic calendars, at establishing guidelines for a non-credit tuition and fee schedule, and at improving our purchasing and contract management practices to allow for timely response to short-term training programs.

International affairs. The Community Colleges recognize the logical international role they can play as the locale and source of technical expertise for the economic development of areas in Asia and the Pacific. They also recog-



Historically, vocational education has been the bedrock and pillar of the Community Colleges. This will continue to remain so. However, now nearing the culmination of a quarter of a century as "new" community colleges, the University of Hawaii campuses must start changing the way of viewing curricula as a dichotomy of matters "academic" and "vocational." The UH Community Colleges must offer students an educational experience which is a rich blend greater than the sum of both.

How?

nize that its students and faculty, Hawaii's people, would be broadened culturally and linguistically by exposure to the world outside of our island state, by the effort of expanding their horizons, by being full participants in the Pacific area.

The Community Colleges will build on the strong relationship already developed with colleges and schools in the Pacific islands, providing technical assistance and collaborating on joint educational development projects. Similarly, the practice of cultural and educational exchanges with Asian colleges will be nurtured and developed further.

Evaluation and accreditation. In cooperation with the Accrediting Commission of the Western Association of Schools and Colleges, which has accredited all of our campuses, the Community Colleges developed a national model that integrates program planning, budget formation, and self study for accreditation.

Self studies by the campuses and site visits by an accreditation team will take place in 1988-89. This will be the first time that six campuses and the chancellor's office will undergo this process simultaneously. While the Community Colleges are generally healthy as institutions, some specific issues that will be addressed are:

Institutional relationships and governance in a university system; the significant lack of staff support and physical facilities on some campuses; and the workload and compensation of community college faculty as compared to the entire university.

The Community Colleges would like to help develop and promote a mode of governance that will provide for a thoroughly coordinated and articulated pattern of higher education in a statewide system within which the Community Colleges are duly recognized for its role in providing a quality undergraduate education and in which equal treatment is afforded to faculty and students.

The ultimate goal of the Community Colleges is for an agreed-upon lower-division undergraduate core curriculum that is common for all campuses of the University of Hawaii, and that the Associate in Arts automatically qualify students for junior status at the baccalaureate degree-granting UH campuses.

The Community Colleges will plan to establish the capability for institutional research as a necessary tool for assessment, accountability, and action.

The Community Colleges view staff development as an important aspect of its operations. Plans are to devote more resources to the continued professional development of faculty, staff, and administrators.

The Community Colleges will strive to build closer relations with UH Manoa, West Oahu College, and UH Hilo at all levels of operations.

Capital Improvements

The current showplace campus is Kapiolani Community College at Diamond Head. With more than half of the new facilities up, landscaped, and moved into, Windward and Maui community colleges will start to have their physical plant needs met. The campus master plan for Windward CC is nearly completed, and planners will turn to improving Maui CC. The Employment Training Office will move more of its operations to the Pensacola street facilities as Kapiolani CC vacates its quarters there.

Other Improvements

These improvements are on the agenda for 1989-90:

- Plans for child care services
- Health education and care services
- Ombudsman services for transfer students

- More scholarship and academic awards for students to encourage and recognize high academic achievement.
- Comprehensive program and policies for faculty staff development, including strengthening the mid-management capabilities at each campus.
- Developing an alumni program in cooperation with the University of Hawaii Alumni Association.

Future of Community Colleges—A National Perspective

In April 1988 the American Association of Community and Junior Colleges, the national organization representing the 1200-plus community colleges throughout the United States, unveiled a report concerning the future of the community colleges. The report, *Building Communities: A Vision for a New Century*, contains wide-ranging recommendations for how the community colleges movement nationwide can better serve the nation and the communities we represent.

The report was prepared by a 19-member commission appointed by the Board of Directors of the AACJC, and it was chaired by Ernest L. Boyer president of the Carnegie Foundation for the Advancement of Teaching.

University of Hawaii chancellor for community colleges Joyce S. Tsunoda was one of the commissioners who worked for the past 18 months on the futures report.

All faculty, administrators, staff, and libraries of the Community Colleges have received a full text of the report, which begins, "The term *community* should be defined not only as a region to be served, but also as a climate to be created."

Administration, Faculty, and Staff

Based on records of 1987

Office of the
Chancellor for
Community Colleges
2327 Dole Street
Honolulu, Hawaii 96822

Honolulu Community
College
874 Dillingham Boulevard
Honolulu, Hawaii 96817

Adachi, George S.
Garnett, Sharon Y.
Hansen, John L.
Haruki, Jean E.
Higa, George S., *Director for
Administrative Affairs*
Hong, Peggy S.
Hunt, Jeffrey W.
Jim On, Beverly L.
Kubo, Franklin M.
Logiakis, Argentina R.
Luke, Rebekah K.
Matsubara, Nora F. M.
Matsumoto-Hamblin,
Camilla C.
Miyashiro, Janyce M.
Mokuau, Cheryl H.
Muth, John
Nishihara, Wallace K.
Oka, Robert
Oride, David K.
Rota, Michael T., *Director for
Academic Affairs*
Sakaguchi, Melvyn K.,
*Director of Student and
Community Affairs*
Seto, Donald M.
Seto, Pamela I. L.
Shibuya, Gary M.
Shimabukuro, Elaine S.
Tong, Lianne K.
Tsunoda, Joyce S.,
Chancellor
Yahiku, Kathleen F.
Yamashiro, Jane
Yasuda, Amy
Young, Maynard G. P.

Administrative of Justice
Broome, Forrest R.
Brown, Jerrold G.
Kimhan, Sidney C.
Lansing, Robert E.
Neely, Carolene N.
Osthoff, Norman D.
Uemura, Eugene R.

Admissions and Records
Bossert, Jane
Chee, Kathleen S.
Ikuta, Marcia M.
Orimoto, Etsuko

Aeronautics
Chun, Clement W. S.
Dowd, Jack L. Sr.
Pratchios, Theodore S.
Wade, Cary L.

Anthropology
Hefner, Carl J.

Apprenticeship
Higa, Charlotte S.
Kuboyama, Kazukiyo
Arakaki, Wilfred H.

Art
Farrant, Laurence H.
Kosasa, Karen K.
Kowalke, Mary Keturah
Leitner, Alan M.
Moore, Lewis H.
Morse, Marcia
Samulski, Philip B.
Souza, Cheryl R.
Tomita, Stanley R.

Asian Studies
Wong, David W. D.

**Auto Body Repair and
Painting**
Becklund, Walter C.
Oganeku, Stanley H.
Tadaki, Milton R.
Uchida, Samuel T.

**Automotive Mechanics
Technology**
Lee, Victor W. T.
Miyano, Dennis M.
Obayashi, Henry Y.
Ryusaki, George A.
Uehira, Walter H.
Wong, Richard K. H.
Yamada, William Y.
Yamashiro, Clifford T.

Biological Science
Eddinger, Charles R.
Shen, John C. N.

Blueprint Reading
Kuba, George S.

Business
Miller, Debra B.
Sweet, Juanita M.

Business Affairs
Goins, Violet K.
Higuchi, Debra K.
Hirata, Bob M.
Hodges, Michael S.
Isa, Sharon K.
Ito, Laraine S.
Kato, Kenneth S.
Kim, Gregory Allen
Morikawa, Lillian K.
New, Adela M.
Omura, Florence H.
Precht, Carol O.
Rapoza, Helen R.
Yamada, Joyce M.

Carpentry
Chun, Harvey C. K.
Kaneko, Larry H.
Watanabe, Kenneth T.

Chemistry
Hufen, Theodoros H.
Selbourne, Peter W.
Takata, Ronald H.
Thomas, Darryl E.

Commercial Art
Brooks, Harrison M.
Hewetson, James R.
Kaiser, Michel M.
Middleton, Mark H.
Oszajka, Linda J.
Sanpei, Sandra Carole
Schaller, Leona A.

Commercial Baking
Tamada, Isaac K.
Young, Fred C.

Communications
Ihara, Grace R.
Lambrecht, Linda Y.

Cooperative Education
Hanohano, Edgar K.
Johnson, Kenneth A.
Kaneshiro, Ronald I.
Yanagihara, Donald Y.

Cosmetology
Au, Nancy-Beth S. L.
Bento, Mary F.
Okami, Lorraine M.
Schaefer, D. Gene

**Dean of Instruction,
Office of the**
Cabbab, June A.
Kawamura, Harry T.
Kelly, Karen G.
Kodama, Doreen S.
Langaman, Kathryn T.
Matsumoto, Ellen Y.
Ming, Carol
Nagata, Patricia C.
Pedersen, Ramsey R.
Price, William N., *Dean*
Sokugawa, Helene I.
Yano, Arlene T.

**Dean of Students,
Office of the**
Nishimura, Janet S.
Sakaguchi, Sandra T.

Diesel Mechanics
Griener, John N.
Metz, Otto B.

Drafting Technology
Chang, Mervin
Cho, Gayle H.
Kato, Chester N.
Madden, Douglas P.

Drama
Andrews, Wayne D.

East Asian Languages
Henna, Jean K.
Pugarelli, Nobuko F.
Wong, Sandra T.

Economics
Johnston, Richard A. Jr.
Low, Lena Y. P.
Schell, John E.

Educational Media Center
Blumhardt, Jon H.
Edsman, Lucinda L.
Ige, Katsumi
Iwata, Clara Y.
Kau, Mary Agnes
Matsumoto, Glenn M.
Matthews, Bette
Miller, Charles H.
Nagano, Lianne U.
Robello, Pamela E.
Thern, Kenneth L.
Valencia, Romolo
Yoshikawa, Beng Poh

Electrical Engineering
Shiroma, Dallas M.

Electricity
Mikulski, Thomas B.
Pang, Gordon K. L.

Electronics Technology
Inamine, Richard S.
Kamaura, Raymond M.
Sahara, Thomas S.
Shelton, Charles J.
Tester, Murray A.
Torres, Lawrence E.

Engineering Technology
Nakagawa, Henry H.
Yamamoto, Charles A.

English
Caldwell, Kay
Chess, Sonia M.
Crockett, Keith K.
Driver, Howard Glen
Eskola, Margaret P.
Fujii, Muriel M.
Henna, Joyce K.
Hinds, Leilani G.
Hooper, Gloria Jean
James, Gary A.

Madden, Deanna K.
Motooka, Doreen N. K.
Mulder, Mary
Petersen, Janice T.
Pollitt, Wendy R.
Steuer, Kimiko Oshiro
Thompson, Dixie J.
Van Scoy, Janet L.
Wong, Sandra C.

**English As A Second
Language**
Powell-Miles, C.

Fashion Technology
D'Angelo-Murphy, Carol
Hastings, Karen V.
Higa, Valerie T.
Kamaura, Adrienne E. S.
Lund, Kirsten L.
Miller, Kanoelehua
Nagaue, Joy Ann
Van Voorhees, Paul D.
Zane, Lillian S.

Financial Aid Services
Chappell-Long, Cheryl A.

Fire Science
Dinneen, John F.
Miyashiro, Richard K.

Geography
Leishman, Norman
Ohta, Thomas A.
Teraoka, Wesley

Hawaiian Studies
McKinzie, Edith K.

Health
Altenhof, Patricia L.
Omura, Marcia T.
Suiso, Kenneth K.
Yoshimura, Byron Y.

**Health, Physical
Education and Recreation**
Ichinose, Alan I.
Kaaihue, Dennis K. H.
Taylor, Tracy M.

History
Berkley, Gerald W.
Caldwell, Charles D.
Forbis, Deborah A.
Hallett, Norman F.
Peterson, Barbara A.

Human Development
Dykstra, Joan

Human Services
Bennett, Hannah Lou
Frenza, Lorraine T.
Matsuda, Kimiko C.
Momeyer, Visitation M.
Moravcik, Eva R.
Nakanishi, Miles P.
Ota, Sharon H. S.
Vast, Teresa L.
Villalba, Luz Garcia

Humanities

Andrychowicz, Stanley
Kanehe, Sally J.
Patisnick, Junko
Yonan, Alan M.

Indo-Pacific Languages

Silva, Carol L.

Information and Computer Science

Rhoads, Samuel E.
Schroeder, Arthur R.
Wood, Reginald D.

Journalism

Dixon, George J.

Learning Skills

Sakamaki, Elizabeth S.
Sunio, Dorothy M.

Library

Brennan, Ruth M.
Bush, Grace C.
Chapman, Ronald F.
Ching, Linda T.
Garcia, Janet E.
Hatakeyama, Etsuko K.
Higa, June T.
Kaala, Yvonne Y.
Mesina, Irene M.
Sakai, Diane H.
Talbert, Sigonda L.
Watanabe, Judy M.

Machine Shop Technology

Chun, Lawrence L.
Kalilikane, George W.
Spong, Joseph L.

Marine Pipefitting

Omura, Cary B.

Mathematics

Bennett, James E.
Bertram, Alice L.
Duarte, Grace T.
Flynn, Robert K.
Fujimoto, Roy K.
Harris, Donald E.
Inouye, Kenji
Kaczmariski, Michael J.
Koo, Sylvia.
Libarios, Joanne L. O.
Lilienthal, John W.
Mauz, Frank W.
Metz, James R.
Mowbray, Elizabeth
Muth, John K.
Reeder, James Clifford
Sam Fong, Wyoma R.
Tamakawa, Faye F.
Walken, Sallie Cotten
Wilson, Timothy Ryan
Yee, Arlene Yuk Tin
Yoder, Sheila M.

Music

Kidani, Glenn T.
Moore, Gloria A.
Schaller, Robert M. Jr.

Occupational Safety and Health

Lovell, Randall W.
Merritt, Frank L.
Souza, Carl J.
Suzuki, Samuel S.

Oceanography

Gopalakrishnan, Kakkala

Operations and Maintenance

Aihara, Allen H.
Akiu, Philip A. III
Cabreros, Prima C.
Canha, Byron J.
Carvalho, Nam I.
Celebrado, Jane E.
Goins, Vicki-Lin-Jun
Higa, James T.
Leong, Clifford S. H.
Nakabayashi, Yukio
Ogden, Daniel K.
Ramos, Gilbert J.
Rodrigues, Keiki Dee
Shimabukuro, Norman H.
Shimamoto, Kaoru
Solis, Bill R.
Tamayori, Alfred T.
Tau-a, Palmyra K.
Wright, Esther N.
Yoshimura, Glenn S.
Young, Dora L. O.
Zapata, Carlos

Philosophy

Haney, Terrence E.
Jones, David E.
Pine, Ronald C.
Rowe, Sharon E.

Physical Science

Bourassa, Donald J.
Firing, June B.
Hubbard, Phillip S.
Schindler, Mark E.
Weiner, Adam T.

Political Science

Herman, Louis G.

PONA

Smith, Kenneth H.

Provost, Office of the

Bourassa, Stephanie A.
Kessinger, Peter R., Provost

Psychology

Blanchard, Dixie C.
Diamond, Grace Hope
Todorovich, Rodney D.

Refrigeration and Air Conditioning

Ogata, Brian H.
Oshiro, Derek M.

Religion

Patisnick, George D.
Shideler, David W.

Science

Brill, Richard C. Jr.

Secretarial Science and Related

Dung, Jade Y. Q.
Hara, Jean Y.
Yee, Violet W.

Sheet Metal and Plastics

Chun, Albert H. T.

Social Science

Ziegler, John R.

Sociology

Chinen, Joyce N.
Cleveland, David R.
Lind, Meda C.

Special Programs and Community Services

Chun, Walter P. S.
Corlin, Diane K. W.
Daida, Dale L.
Dorsey, William C.
Evans, Valerie Farr, Director
Lau, Milton K. O.
Lum, Audrey
Nimono, Georgia H.
Toguchi, Victoria F.
Young, Joyce H.

Speech

Curtloff, Rush
Lemon, Alice J.
Little, Doric

Student Activities

Javinar, Jan M.

Student Counseling Services

Caulfield, Diane H.
Fong, Randall H. W.
Ishikawa, Janet S.
Kamei, Harriet M.
Lee, Cheryl Y. I.
Maslowski, Jean
Matsuo, Pauline C.
Morimoto, Beryl N.
Murakami, Barbara R.
Niino, James S.
Skemp, Penny M.
Thompson, Carol Aiko
Wong, Rona D.
Yamada, Annie H.

Student Health Services

Park, Elaine K.

Welding

Kim, Charles S. C.
Lane, Jeffery K.
Spencer, Henry K.
Torricer, Stanley E.

Kapiolani Community
College
4303 Diamond Head Road
Honolulu, Hawaii 96816

Accounting

Aoki, Richard S.
Dooley, Kevin
Dughi, Carl M.
Flust, John
Ikezaki, Lawrence T.
Karr, Ruth
Kimura, Robert T.
Mitsuyasu, Myron
Shimahara, Yuri
Thompson, Priscilla
Vanairsdale, Dennis L.

Administrative Services

Higashi, Carol O.
Inouye, Dorothy S.
Maruya, Jayne
Ostrowski, Sandra
Pedro, Valerie
Tanaka, Leslie I., Director
Tang, Stephanie
Togo, Clifford

Admissions and Records

Chock, Lori Ann
Honnaka, Chiyo
Klema, Frances J.
Leong, Lydia H. Y.
Okuhara, Jamie

Allied Health

Lyman, Danna
Moikeha, Sanae, N.
Sorayama, Joanne T.

American Studies

McCullough, Andrew J.
Sears, C. Eric

Anthropology

Edmondson, R. Page
Franco, Robert W.

Art

Bretz, Charles F.
Browne, Sean K. L.
Golder, Violet I.
Haar, Thomas
Laugner, Carol
Moore, Kristen
Naughton, Noreen
Sanpei, Sandra
Souza, Cheryl
Woollard, George

Biological Science

Daniels, Charles I.
Holmes, Louise M.
Matsuda, Charles
Snider, Robert H.
Voyce, Donald C.

Bookstore

Aoki, Grace
Sakuma, Linda

Business

Alcon, Alicia L.
Anbe, Ethel A.
Boyne, Thomas W.
Shinoki, Amy E.
Tom, Tenny Hoon

Chemistry

Altman, Melvin R.
Klein, David
Truesdell, Joel W.

Dance

Miyake, Karen

Data Processing

Chu, Donald S. P.
Gilbert, Patrick J.
Lai, Sandra Y. H.
Lester, Len J.
Murata, Kent
Prough, Carolyn L.
Ranada, Julie
Slentz-Whalen, Marcia
Takamori, Clifford Y.

Dean of Instruction, Office of the

Ahinga, Praxcedes
Aoki, Charles T.
Chagami, Barbara N.
Jeffries, James Allen
Kunihiro, Louise
Macda, Janice
Meixell, Angela C.
Murakami, Gwene
Richards, Leon, Dean
Tanabe, Joy T. F.

Dean of Students, Office of the

Lau, Virginia May
Lee, Grace K. I.
Ohara, Ralph N., Dean
Uyeno, Gertrude K.

Dental Assistant

Kawamura, Peter
Tanl, Carolyn S. K.

Drama

Michaels, Stanley

East Asian Languages

Fujitani, Shu-Fen
Ishigami, Yukiyasu
Kondo, Thomas M.
Tamano, Rieko
Urakami, Kengo

Economics

Aoude, Ibrahim
Dik, Ibrahim E.
Irion, Vicky
Okimoto, Glenn

Educational Media Center

Abela, Hymie
Akana, Darlene G.
Chun, Joe Y. F.
Hamada, Helen
Hickok, Monte
Iki, Daniel H.
Kimura, Bert Y.

Emergency Medical Services

Ah Yo, Carol T.
Arakaki, Roy N.
Forster, Michele S.
Hamborg, Glenn R.
Kalinowski, Edward J.
Kelso, Mary D.
Kosanovich, Geneva
Makris, Mary
McCabe, Ralph T.
Saito, John S.
Sheldon, Lee Ann
Sherwood, Barbara L.
Upton, Robert E.
Walker, James D.
Watase, Amy M.
Wexler, Helen J.
Yamamoto, Jan H.

English

Brown, Teh-Min
Chang, Kathleen K.
Chock, Eric
Ciotti, Kiliwehi K.
Dattola, Philip H.
Dowdle, Betty Jo
Gilbert, Peggy
Goto, Therese
Hill, Michael
Ida, Dianne T.
Kawaharada, Dennis
Kirkpatrick, Judith
Kurata, Amy H.
Levy, Irena
Lucas, Ruth S.
Ludeman, Ann M.
Lum, Darrell
Macdonald, Kathleen J.
Mau, Catherine
Mullikin, Linka C.
Nakamura, Caroline C.
Nishimoto, Guy H.
Noguchi, Esther Kong
Noji, Francis A.
Pinkosh, Paul
Reisner, William
Sachdeva, Meena
Shimabukuro, James N.
Widner, Jill

English As A Second Language

Dicesare, Joyce M.
Ito, Kris
Nakahara, Earl
Singer, Steven A.
Woo, Virginia M.

European Languages

Brodey, Viviana

Food Service and Hotel Operations

Arellano, Milton B.
Chinen, Robert S.
Colden, Kevin
Colden, Nancy
Dean, Faith Ogawa
Ditzel, Fred F.
Hiltbrand, Ernst
Hoe, Arline K. C.
Hotchkiss, Gary

Johnson, Penelope
Kim, Helen S.
Kina, Kenko
Manago, Gary H.
Mossman, Richard N. K.
Nose, Betty
Sato, Gladys
Schless, Walter
Sue, Marjorie
Wiegand, Siegfried

Geography

Leishman, Norman
Tagawa, B. Michael K.
Teraoka, Wesley

Health, Physical Education and Recreation

Schwitters, Joseph J.

History

Cole, John H.
Fearrien, Robert Ray
Forbis, Deborah
Fujita, James
Harada, Gwendolyn I.
Klobe, Delmarie M.
O'Donnell, George P.
Pang, Loretta O. Q.
Yamasaki, Michio

Humanities

Hershinow, Sheldon J.
Yamamoto, Louise

Indo-Pacific Languages

Mookini, Esther T.

Journalism

Au, Winifred L.

Legal Assistant

Barnes, Bruce E.
Chong, Sue Lin
Hershey, James
LeClair, Robert John
Lerud, Roger
Scott, Judd R.
Seamon, Neal I.

Library

Kamimura, Alva T.
Kepilino, Florence J.
Lacayanga, Odetta M.
Marko, Mary A.
Slatoff, Saul H.
Vashishta, Shirley M.
Webb, Terry D.

Mathematics

Allis, Robert L.
Carvalho, Miriam R.
Chinn, Gloria
Chock, Karen I.
Chung, Kyong Soo
Donaldson, Elizabeth B.
Hong, Alan M.
Kodama, Linda H.
Komenaka, Diane K.
Masada, Jerry H.
Masul, Doretta L.
Mowbray, John R.
Neidhardt, Wayne L.
Otsuji, Gladys Y.
Pak, Andrew
Shortt, Eric R.
Yoder, Lane D.

Medical Assisting

Morioka, June M.
Young, Joan A.

Medical Laboratory Technician

Armstrong, Marcia A.
Pestana, Sally A.

Music

Casupang, Michael
Engle, Robert I.
Espina, Carolyn
Jeong, Lina

Nursing

Anderson, Kathy K.
Aoki, Josephine A.
Johnson, Mary Ann
Matsukawa, Joan K.
Metzger, Patricia A.
Robillard, Divina
Tari-Sanchez, Carolyn
Yanal, Eleuteria S.
Yoshihara, Elva U.

Occupational Therapy Assistant

Kadoguchi, Ann T.
Paul-Watanabe, Carol

Oceanography

Lenz, Petra H.
Mahoney, Bruce

Operations and Maintenance

Akana, Francis L.
Akisada, James
Caoagdan, Conrad V.
Dang, Michael D.
Donovan, Catherine
Enos, Orson Lee
Gonsalves, John R.
Hall, Frederick S.
Hironaka, Gary K.
Hong, Christopher G. Jr.
Hoyle, Alton L.
Matias, Antonio
Pinton, Damiana
Rongcal, Roberto M.
Tanaka, Richard S.
Tant, Daniel S.
Taum, Fulton J.

Udani, Florentino
Wong, Vernon D. B.
Yamamoto, Hazel A.

Philosophy

Fujikawa, Robin
Molloy, Michael V.

Physical Science

Bautista, Maria L.

Physical Therapy Assistant

Miller, Marilyn
Yap, Barbara

Political Science

Fukunaga, Jane
Lipkind, Joseph

Provost, Office of the

Chun, Florence N.
Morton, John F., Provost
Pang, Henry C. L.
Snyder, Patricia O.

Psychology

Becker, James D.
Bell, Jerold A.
Fenn, Linda
Gill, Herman
Higaki, Esther M.
Naitoh, Shinken
Sato, Robin A.
Yu, Richard C. D.

Radiologic Technology

Clements, Roland W.
Nakayama, Harry K.

Religion

Wall, Brendan

Respiratory Therapy

Fukui, Christine
Sanderson, Ronald R.
Terry, Alan

Sales and Marketing

Davis, Irmagard Kop
Nakamaejo, David T.

Science

Flynn, Robert K.
Quensell, Nelda K.

Secretarial Science and Related

Anahu, Linda M.
Harris, Margaret K.
Higa, Terry Ann F.
Kirpatrick, Janet A.
Lee, Diane K.
Nakamura, Joyce S.
Nishimoto, Yuriko
Ogawa, Estelle C.
Pang, Trude L. M.
Sakamoto, Nancy N.
Shiraki, Doreen K.
Shiroma, Francis H.
Taketa, Iris A.
Tominaga, Hazel K.
Wong, Janice L.
Zuercher, Gweneth Gay

Sociology

Mann, Robin-Claire L.
Porto, Emma E.

Special Programs and Community Services

Constantin, Walea
Grant, Glen L.
Iseri, Lois T.
Ishikawa, Arlene J.
Kelleher, Jane F.
Khil, Janet
Nakasone, Jon K.
Narimatsu, Sharon, Director

Speech

Bystrom, Ann C.
Embrey, James F.
Hastings, Sally O.
Norfleet, Barbara C.
Perez, Sandra M.
Shun, Laura L.
Toguchi, Charlotte C.

Student Activities

Fujimoto, Donald M.

Student Counseling

Buffington, Judith
Chow, Catherine
Divanian, Maida K.
Ewing, Regina V.
Harrington, Rosemae Y.
Haverly, Mary Joan A.
Kimura, Cynthia N.
Lamb, Marion G.
Lane, Michele
Lee, Mona
Plien, Claire C.
Reimer, Connie W.
Rota, Sharon C.
Silva, Allen E. Jr.
Yoshimura, Joselyn.

Student Support

Higa, Kevin M.
Saito, Carol Lynn S. L.

Kauai Community College
3-1901 Kaunualii Highway
Lihue, Kauai, Hawaii 96766

Accounting

Higa, Ross R.
Spencer, Albert L.

Administrative Services

Mikasa, George M.
Moriguchi, Sheryl A.
Nitta, Gary S., *Director*
Tamura, Elaine S.
Vidinha, Phyllis K.
Yasuda, Beverly A.

Admissions and Records

Chu, Eric L. M.
Fujii, Karen
Shigematsu, Alison G.

Anthropology

Kikuchi, William K.

Art

Lai, Waihang
Miyata, Wayne Akio
Shklov, John M.

Auto Body Repair and Painting

Alquiza, Glenn M.
Kurisu, Lawrence I.

Automotive Mechanics Technology

Alflier, James R.
Azares, Constante G.
Sokol, Garrett I.
Yamaguchi, Walter

Biological Science

Kido, Michael
Timbol, Amadeo S.
Yamamoto, Brian T.

Blueprint Reading

Moises, Lorenzo

Business

Bessert, Laverne M.
Castelo, Donna C.
Cobin, John
Esaki, Amy I.
Gruenberg, Ruth
Kishaba, Edward
Nakamura, Harold H.
Nishikawa, Rae

Carpentry

Kakutani, Harry Akio
Uyeda, Aaron

Cooperative Education

Shinagawa-Odan, Ann

Dean of Instruction, Office of the

Beralas, Cresencia
Kawate, David, *Dean*
Kurita, Rose M.
Masaki, Naomi F.
Miyake, Tsugiko N.

Dean of Students, Office of the

Fujiuchi, Guy Y.
Nishiguchi, Earl K., *Dean*
Rellin, Annie

Drama

Meister, L. Arnold

East Asian Languages

Rikimaru, Etsuro

Educational Media Center

Bain, Carol D.
Katahara, Glenn K.
Okada, Sueann
Watase, Patrick M.

Electricity

Shiraki, Neil I.
Odan, Richard

Electronics Technology

Takahashi, Francis T.

English

Browne, Gerald Duane
Bunyan, Jeanne R.
Chamberlin, Cynthia
Holmes, Jean E.
Kikuchi, Delores L.
Posner, Patricia
Sina, Helen M.
Somppi, Stacey J.
Summers, John Mark

European Languages

Summers, Mary C.

Food Service

Arashiro, Karen K.
Espiritu, Consolacion
Saladaga, Dolores M.

Health, Physical Education and Recreation

Grady, Russell L.
Hayes, Sheri

History

Bushnell, Andrew F.
Calhoun, Joe F.

Humanities

Bekeart, Dana

Indo-Pacific Languages

Clelland, Byron R.
Inclong, Keoni

Information and Computer Science

Cha, Milton Y.
Coll, Edward K.
Kajihara, Tom
Schofield, John
Tucker, Tracy Veri

Learning Skills

Clark, Joan H.
Stark, June B.

Library

Adorable, Isabel
Ashwell, Stephen D.
Hashizume, Edith
Kajiwara, Robert M.
Lo, Catherine P.
Sotelo, Teresita A.

Machine Shop

Kouchi, Ralph S.

Mathematics

Watkins, William
Yoshida, Charlene L.

Music

Goodman, Harold
Kim, Patrick W.
McIntosh, Larry

Nursing

Britton, Sally S.
Carmichael, Richard W.
Duvauchelle, Josephine
Jackson, Curtis K.
Noone, Joanne
Schofield, Sylvia

Operations and Maintenance

Bryant, Mark
Fernandes, Yasu
Francisco, Teresita D.
Genegabuas, Albert S.
Habagat, Dora P.
Hirashima, Miyuki
Kokame, Tadami
Koshi, Ray G.
Matsunaga, James A.
Oshiro, Susumi
Taketa, Ayame
Tanihiro, Ronny S.
Torres, Anastacia I.
Uyesono, Calvin H.
Vegas, Joseph D.
Yoshioka, Irene S.

Physical Science

Mock, Marshall K. L.

Provost, Office of the

Cha, Peggy T.
Iha, Y. David, *Provost*
Sasahara, Jane I.

Psychology

McFarland, James Leo

Secretarial Science and Related

Konishi, Shelley T.
Uchida, Susan L.

Sociology

Nakahara, Joyce Y.

Special Programs and Community Service

Lee, Arnette S.

Special Studies

Arago, Marybeth
Carhart, Richard L.
Kakuda, Iris R.
Nambu, Sharon

Speech

Bulatao, Jose E. Jr.

Student Counseling Services

Benamina, Jean I.
Chiba, Sharon N.
Dela Sierra, Maggie
Dinnan, Frances L.
Fujii, Creighton
Honma, Bonnie Jean Lau
Sonomura, Renette
Tobias, Adelina C.

Visitor Industry Program

Branum, Winifred R.
Hunt, Rupert
Marchant, Robert N.

Welding

Balmores, Bernard
Ing, Clarence
Yoshii, Kiyoshi

Leeward Community College
96-045 Ala Ika
Pearl City, HI 96782

Accounting

Aadland, Richard O.
Carr, David
Coda, Edward T.
Hinchey, David F.
Kamida, Roy Y.
Paglinawan, Ronald
Palma, Ronald L.
Sullivan, Daniel J.
Sweet, Juanita
Yamamoto, William T.

Admissions and Records

Kawasaki, Violet U.
Nakamura, Charlotte
Neves, Helen P.
Takeuchi, Linda S.

Anthropology

Lynn, Patricia
Miller, Grace M.

Art

Chock, Victoria A.
Davidson, Sayoko Kay
Harada, Michael N.
Hayashida, Richard K.
Leitner, Alan M.
Little, James R.
Saromines, Barbara E.

Automotive Mechanics Technology

Baker, George
Darakjian, Jacob Jr.
Hu, Wayne
Kitajima, Fred T.
Lai, Walter
Omine, Thomas Y.
Pang, Eric M. K.
Ramiscal, Laurel
Tamanaha, Edward Y.

Biological Science

Bowers, Ralph L.
Ito, Janice S.

Business

Bumanglag, Elena M.
Chang, Donald M.

Business Office

Kamei, Wesley Y.
Kaneshiro, Lorraine T.
Levi, Carol L. C.
Nakabayashi, Helen R.
Takimoto, Lynn I.
Ueshiro, Frances N.

Chemistry

Asato, Robert N.
Davis, Harry B. IV
Shiroma, George T.
Takeuchi, Pearl M.

Communications

Benedeck, Vera
Josephson, Russell
Wayne, Saint

Dance

Menczkowski, Olava

Dean of Instruction, Office of the

Arakaki, Alice S.
Baligad, Helen V.
Chun, Terence
Dingle, Patricia R.
Goodness, Florence S.
Hartoka, Gail C.
Manzano, Rose A.
Mousser, Walterbea
Nakayama, Elaine K.
Nishimoto, Karen Y.
Okido, Monica Y.

Dean of Students, Office of the

Damon, Kathleen F., *Dean*
Yamane, Sandra

Director of Administrative Services, Office of the

Kawamura, Dixie M.
Unebasami, Michael,
Director

Drafting Technology

DeSilva, Ed Alvah
Furutani, Francis K.
Heen, Harvey
Kuroda, Cary Shosuke

Drama

Johnson, David W.
Kaya, Douglas H. Jr.

East Asian Languages

Fujioka, Mikio
Hayasaka, Ritva S.

Economics

Ifuku, Glenn K.
Kaibara, Dennis W.
Lee, Judy M.
Li, William C. K.
Ng, Paul Ling
Truong, Anthony L.
Vaughn, Ralph E.

Educational Media Center

Kikuchi, Betsy M.
Klim, Blanche Y.
Pecok, Michael H.
Tsujimura, Jackson M.
Yoshishige, George S.

English

Bass, Carol K.
Bauer, Marilyn
Bird, David F.
Bouey, H. E. Joy
Conner, John W.
Curry, Linda J.
Druker, Roman
Dunn-Rankin, Patricia
Ettelson, Trudy
Ferreira, Diane S. C.
Glass, Stephanie
Goto, Theresa
Green, Robert W.
Greene, Nancy
Higa, Nancy A.
Hurley, Pat K. C.
Lamm, Vincent
Leong, Patricia M. L.

Mau, Catherine W. J.
Michael, Mary W.
Munro, Leslie A.
Nakano, Mary Anne S.
Ostlund, Joan M.
Pond, Garman Jacques
Porter, Janet K.
Roberts, Norman F.
Schaafsma, Henry M. Jr.
Schliemann, Dorothy S.
Sipos, Ferenc
Uyeno, Lani A.
Watson, Arleida M.
Xigogianis, Louis P.

English As A Second Language

Wilson, James Clayton

European Languages

Beresiowsky, Carol A.
Fochtman, Jacqueline
Harprittie, Patricia J.
Michalski, John

Food Service

Benavente, Tommylynn
Ikel, Stanley N.
Leonillo, Floreta G.
Mortishige, Catherine S.
Shun, Henry
Sueyoshi, James T.
Tomisato, Fern A.

Geography

Leishman, Norman
Lyons, Robin Ray
Russell, William

Graphic Arts

Fujita, Wilfred S.
Lennox, Joan
Wheatley, James

Hawaiian Studies

Perkins, Leialoha
Losch, Naomi

History

Adaniya, Ruth F.
Casey, Edward P.
Dykstra, Douglas
Kennedy, Patricia A.
Meyer, Michael R.
Richardson, William R.
Smith, Cynthia
Thomas, Bethany Lou
White, Geoffrey
Yamasaki, Michio

Health, Physical Education and Recreation

Garrett, E. Dean
Kawawaki, Edward T.
Tabata, Seichi
Takamine, Victoria M. H.

Human Services

Kreidman, Nanci L.
Naki, Barbara
Osakoda, George J.
Peterson, Lenore
Stall, Colleen
Sunio, Dorothy M.

Information and Computer Science

Hotta, Barbara A.
Johnson, Le Roy C.
Killam, Kent H.
Naughton, Mary D.
Newton, John E.
Spadinger, Jay J.
Stuart, Robert M.
Wilson, Karen M.
Woo, Peter

Journalism

Harrison, Merrill S.

Learning Skills

Kappenberg, Judith N.

Library

Dang, Charlotte L.
Goldstein, Laurence B.
Kaneshiro, Louise M.
Kawahara, Ethel S.
King, Muriel Y.
Kobatake, Marian N.
Mano, Elizabeth L.
McNeil, Don William
Nakahira, Julia K.
Shima, Stella M.
Shimizu, Helen H.
Soriano, Mary Jane L.
Tokairin, Susan H.

Mathematics

Achlu, Sherri M.
Akana, Mazie Suma
Billings, Michael
Bogue, Sharon E.
Cabral, Manuel J.
Cooley, Scott
Crow, Clem R.
Dempsey, Cynthia A.
Fujishima-Lee, Karen Y.
Iha, Franklin T.
Ikeda, Yasuhiko
Kajiura, Aileen A.
Miyata, Lorna H.
Pascual, Donnabelle B.
Saito, George
Shibayama, Jean
Tamura, Amy Y.
Thompson, Jennie M.
Uyemura, Stanley T.
Walz, Jean L.

Music

Arsisto, Thomas
Brennan, Charles W.
Craig, Anne E.
Kim, Marilyn L.
Schaller, Robert M. Jr.
Uyeda, James Y.

Oceanography

Klim, Donald G.
Russo, Anthony R.

Operations and Maintenance

Akau, June L.
Banes, Joseph A.
Bragado, Petra B.
Caracol, Lambert T.
Cardell, Mary T.
Castillo, Lourdes B.
Ching, Albert B.
Duran, Suzanne
Duran, Vincent Jr.
Flores, Joseph V.
Hayashi, Augusta B.
Hirota, Francis Y.
Hokoana, Rose M.
Indreginal, Kenneth
Ing, Leilani E.
Kaai, Radford E.
Kaai, Randolph E.
Lavalouis, Raymond Jr.
Lerza, Frederick
Maeshiro, Yoshiko
Matsuura, Hiroshi
Miyashiro, Francis
Pajarillo, Francisca M.
Serrano, Bernie J.
Silva, Harry R.
Soares, Wayne G.
Soriano, Melvin L.
Takehara, Shigeo
Tamanaha, Gary T.
Wong, Ruby-Ann

Personnel Office

Desaki, Takako

Philosophy

Anderson, Paul
Hilbe, Joseph M.
Perz, Joseph F.
West, James A.

Physical Science

Burns, Tim
Buymitzky, Richard
Flegal, Ronald M.
Henson, Donald
Moore, Philip Henry

Political Science

Ikehara, Dan S.
Nassery, Omar
Yap, Richard C. L.

Provost, Office of the

Dobson, Peter, *Provost*
Fujitani, Jane S.

Psychology

Estrada, Zenaida R.
Fujinaka, Larry H.
Gill, Herman
Hyde, Elsie H.
Johnson, Alan A.
McKenna, Arthur
Preston-Dillon, Dee
Souza, Joan R.
Yanagida, Evelyn
Yu, Richard C. D.

Religion

Chernisky, Joseph J.
Odom, Ralph W.

Sales and Marketing/ Management

Adachi, Cassandra
Agor, Eliseo B. Jr.
Clark, William B.
Foster, Ronald G.
Helm, Richard
Imada, Warren Y.
Lee, Ronald Kisun
Murch, Leroy
Sagario, Isaac U.
Sweetman, Kathleen
Zane, Milton

Science

Chock, Leslie
Connell, Joseph
Fee, James
Levine, Ira
Murchison, A. Earl

Secretarial Science and Related

Estes, Elizabeth B.
Hayashi, Stanley T.
Hoshino, Sandy Y.
Ikeda, Janice S.
Inoue, Amy K.
Lai, Harriet S.
Lighthill, Joyce I.
Nishitwa, Jean N.
Okimoto, Norman H.
Yamada, Florence H.
Young, Kathleen L.

Social Science

Berglund, Stephanie
Davison, Elizabeth
Grosh, William R.
Rupert, Sherrienne
Whitney, Scott

Sociology

Aiona, Darrow L.
Dobson, Mary Jane
Thomson, Donald Lee
Yanagisako, Alvin Y.

Special Programs and Community Services

Arakaki, Charlotte M.
Cabral, Kathleen R.
d'Argy, Elizabeth
Gay, Lucy, *Director*
Ranney, Donald J. Jr.
Yokooji, Margaret T.

Speech

Anderson, Nancy
Bushman, Charles H.
Mitigay, Patricia
Yamada, Kay M.

Maui Community College
310 Kaahumanu Avenue
Kahului, Maui, Hawaii
96732

Student Counseling Services

Beck, Merrill F.
Colozzi, Edward A.
Condlin, Loretta A.
Fujimoto, Clement T.
Gross, Michael C.
Ishimoto, Lester M.
Lau, Edward T. Jr.
Libarios, Ernest D.
Lim, Adam P. Y.
Matsumura, Elsie S.
Nakashima, Bernice K.
Regan, Michael F.
Ruane, Marie L.
Sebring, Diane V.
Tamanaha, Katsugi
Uesato, Stuart Y.
Veregge, Marvin L.
White, Elaine K. F.
Wiggers, Stewart E.
Williams, Ilma V.
Wright, Clifford E. III
Wong, Dick L.
Yoshida, Laura Y.

Student Health Services

Pannabecker, Deborah B.

Accounting

Meyer, Diane M.
Moore, Johanna B.

Administrative Services

Honda-Yip, Janice T.
Nakasone, Steven
Seegmiller, Don K.
Takushi, Toshiko Y.
Tamura, Mervlyn O.
Yoshioka, Marian T.

Admission and Records

Mikell, Priscilla P.

Agriculture

Adams, Roxanne
Boswell, James A.
Dudolt, Stephanie
Ginn, Launnie L.
Hamakua, Sheldon K.
Jacintho, William G.
Rezents, Ernest H.
Sumait, Francisco C.

Anthropology

Fredericksen, Walter
Tan, Felix

Art

Miller, Barbara D.
Orwig, Darrell W.

Auto Body Repair and Painting

Tanga, Dennis

Automotive Mechanics Technology

Allen, Paul H.
Lee, Hollis L.

Biological Science

Hughes, Arleigh B.
Martini, Frederic H.
Palmer, Bruce Edward

Bookstore

Sameshima, Marilyn

Building Maintenance Technology

Brown, Lawrence T.
Slattery, Mark O'Neill

Business

Audant, Gabriel A.
Lal, Walter S. Y.
Mcbarnet, Terry T.

Carpentry

Matsuda, Wallace

Chemistry

White, Rodney C.

Communications

Gardner, Craig L.
Warren, I. David

Cooperative Education

Nagata, Andrew
Tagomori, Alvin R.

Dance

Lessin, Joan Kelly

Dean of Instruction, Office of the

Ganancial, Carol A.
Haytko-Paoa, Donna
Kimura, Katherine K.
Pezzoli, Jean Ann
Sakamoto, Clyde M., *Dean*
Yoshitake, Doris M.

Dean of Students, Office of the

Anderson, Arsinia P.
Kameda, Stephen K., *Dean*
Lashley, Beverly
Nagano, Carol E.

East Asian Languages

Deleon, Hiroko
Omura, Janice K.

Educational Media Center

Balas, John
Barney, David M.
Dela Cruz, Reuben E.
Teixeira, Colleen D.

Electricity

Wilhelm, Lawrence

Electronics Technology

Sinclair, Rex S.

English

Coad, Kermit Frank
Hasegawa, Deborah Y.
Kamasaki, Claire S.
Kaupu, Jeannette L.
Linares, Vincent Ryan
Pellegrino, Victor C.
Riley, Renee A.
Robinson, Suzette T.
Smolka, Alan
Starbuck, Peter
Takeo, Sheldene M.
Tenorio, Susan M.
Tesoro, Jane

Fashion Technology

Maeda, Cheryl N.
Momsen, Lisa Rose
Stone, Kristina E.

Food Service

Haupt, Prentiss
Heiser, Gernot R.
Kanaha, Juanita
Santos, Robert R.
Sprinkle, Donald
Tanaka, Karen T.

Geography

Mayer, Richard D.

Hawaiian Studies

Hanakahi, Daniel
Kanahele, Pualani O.

Health, Physical Education and Recreation

Kilborn, Catherine L.

Mikami, Lynn Hinae
Tada, Daniel N.

History

Kikuchi, Bert H.
Pyle, Dorothy

Human Services

Lock, Theresa F.
McMaster, Wanda J.
Schaefer, Lynette G.
Sciullo, Arnold A.
Takashima, Rebecca

Information and Computer Science

George, Stephen G.
Kondo, Glenn K.
Wright, Thomas Parker
Zinner, Stuart

Library

Bartholomew, Gail
Gusukuma, Sherie
Ho, Ramona
Jio, Rachael M.
Ono, Alice F.
Umetsu, Marilyn

Mathematics

Alessi, Patricia E.
Arakawa, Ann R.
Bennett, Daniel R.
Gudmundsen, Lynn F.
Lutz, Penelope S.
Thielk, David M.
Wolf, Alfred William

Music

Allton, Donald W.
Browne, Marlo

Nursing

Ehrhardt, Gail
Johnson, Kathleen
Johnson, Nancy K.
Raffetto, Patricia M.
Sherman, Judith A.
Stanczyk, Katharine E.
Uehara, Linda Y.
Ueoka, Gertrude E.
Waite, Elizabeth J.

Oceanography

Bartholomew, Edwin F.

Operations and Maintenance

Alconcel, Rose Marie A.
Botelho, John L.
Fujimoto, Edwin N.
Okumura, Toshie
Rosado, Louis
Sevilla, Frances A.
Sombelon, Margaret S.
Sugimoto, Lillian R.
Tavares, Howard P.
Ventura, Frederick H.
Wietecha, Alexander J.

Philosophy

Griffs, William P.

Physical Science

Pye, John Joseph

Police Science

Wilt, John B.

Political Science

Sparks, Allan Roy

Provost, Office of the

Alborano, Mary-Doreen
Henderson, Alma K., *Provost*

Psychology

Abe, Steven
Yankowski, Lynn David

Sales and Marketing

Daniels, Ronald D.
Deponte, Shirley A.
Griesemer, Bettykay

Secretarial Science and Related

Drayson, Bertha P.
Fisher, Barbara P.
Helm, Barbara L.
Kong, Joseph S. C.
Nakasone, Ellen K.
Sano, Ruriko H.
Smith, O. Harold
Yonemura, Linda K.

Sociology

Fredericksen, Demaris

Special Programs and Community Service

Baker, L. Vaughn, *Director*
Fages, Sheila Fay
Iwamoto, June H.

Speech

Tokishi, Walter H.

Student Counseling Services

Balas, Sandra
Coyle, Herbert J.
DeCambra, Mary Ann
Erony, Noreen
Francis, Stephen M.
Gomes, Sharane K.
Helm, Mikahala A.
Kristel, Barry T.
Manaba, Dolores A.
McKinnon, Brian K.
Popenuk, Katharine O.
Tavares, Charmaine M.
Terry, Susan Marie
Yamanoha, Veronica
Young, Ethel

Student Support

Mendes, Ernest R. III
Okazaki, Dawn
Vida, Donna M.

Welding

Farrugia, George

Women's Studies

Anderson, Edith

Windward Community College
45-720 Keaahala Road
Kaneohe, Hawaii 96744

Accounting

Masuda, Clayton
Wolverton, Charles F.

Administrative Services

Kukino, Keiji, *Director*
Kunishige, Betty S.
Kuroda, Glibert K.
Niwa, Gale C.
Oshiro, June K.
Yamamoto, Eloise A.
Yamamoto, Kathleen H.

Admissions and Records

Heaukulani, Charles
Salvador, Aileen L. C.

Agriculture

Ringuette, David A.
White, Ingelia P.

Anthropology

de Loach, Robert Eddie
Denison, David O.

Art

Hamasaki, Mark
Hodges, Snowden
Martin, Antoinette M.
Nash, Paul L.

Automotive Mechanics Technology

Oka, Donald S.
Tanimoto, Ray T.

Biological Science

Krupp, David A.
Maly, Jacqueline R.
Szyper, James P.

Chemistry

Noble, Clyde S.

Communications

Hicks, Robert Z.
Walstrum, A. Donald

Dean of Instruction, Office of the

Botelho, Anna Dolores
Garcia, Michael
Killeen, Donald J.
Kiyono, Kim A.
Oganeku, Lynn Midori
Polk, Barbara, *Acting Dean*

Dean of Students, Office of the

Baker, John H., *Dean*
Kurosaki, Trudy T.

Drama

McGoldrick, Walter L.
Moffat, Bennett

East Asian Languages

Henna, Jean K.
Wellington, Taeko I.

Economics

Ashraf, Mohammad
Higa, Norma Setsuko

Lawes, Robert B.
Educational Media
Matsunaga, Jeannette M.
Palmer, David L.
Weber, Kurt George

English

Castle, Nancy
Cunningham, Lillian M.
Mattois, Frank R.
Shibuya, Jean K. Minami
Trevor, J. Robert
Trimble, Ruth A.

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